

# **1997-98 Louisiana Progress Profiles**

## *District Composite Report*

### **Terrebonne Parish**

Published March 1999

Prepared by the  
Louisiana Department of Education  
Office of Management and Finance  
Division of Planning, Analysis, and Information Resources

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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

*Progress Profiles* (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1997-98, *School Report Cards* were produced for **1,414 of 1,445** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

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*“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”*

—Bill Honig

*Phi Delta Kappan*, June 1994

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## Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

## Organization of this Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part 1 therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part 2 focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports three types of school-level outputs: student performance on 1) reading level evaluation results for grades 2 and 3, which assess students’ ability to read and comprehend on grade level, 2) criterion-referenced tests (CRTs), which measure students’ performance on state-prescribed curricula, and 3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The Reading Level Evaluation Results reported on the *School Report Cards* are based on the assessment conducted on second and third grade students by their teachers at each profile school. The CRT results reported on the *School Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance utilizing two tests: 1) *The Iowa Tests of Basic Skills (ITBS)* which is administered for grades 4, 6, and 8, and 2) *The Iowa Tests of Educational Development (ITED)* which is administered for grades 9, 10, and 11.
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

A brief narrative, organized as follows introduces each indicator presented in this report:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;

- 
- a description of how data are organized in the accompanying table(s);
  - a description of how data appear in the *School Report Cards*;
  - definitions of key terms, where applicable;
  - formulas/equations used to calculate statistics, where applicable; and
  - the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

### **School Categorization**

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district and statewide comparison statistics also are provided.

*Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.*

All schools receiving 1997-98 *School Report Cards* are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.
- *middle/junior high*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8, and excludes grades in the K-3 and 10-12 ranges.
- *high*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the K-12 range and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

### **Demographic Indicators Associated With Educational Attainment**

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other

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words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- unemployment rate,
- per capita income,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census, the Louisiana Department of Health and Hospitals, and Northeast Louisiana University Center for Business and Economic Research.

### **District Financial Overview**

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

### **Longitudinal Analysis: Tracking School Progress Over Time**

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years). These longitudinal school-level data are presented in the *District Composite*

*Report*. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96, 1996-97, and 1997-98 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent years to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.



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To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *School Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents “unavailable data.”

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods, data sources, and/or revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

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## **1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged**

Special caution is urged in comparing 1995-96, 1996-97, and 1997-98 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96, 1996-97, and 1997-98 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96, 1996-97, and 1997-98 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

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## The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

## Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *School Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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*LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).*

# *Part 1. District Summary*

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## Parish Socioeconomic And Demographic Overview

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The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

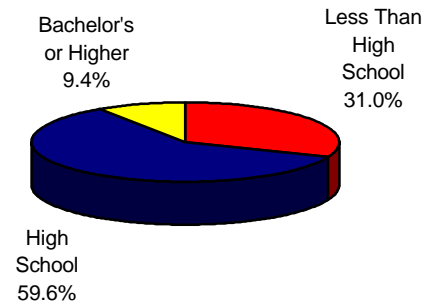
### Definitions

- *Education Attainment*—is divided into three levels:
  1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
  2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
  3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
  1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
  2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
  3. Service & Other: includes persons with private household occupations, protective service occupations, and other service occupations.
  4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.
- *Per capita income*—is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters).
- *Unemployment rate*—is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This is considered the official unemployment rate and is typically cited in comparisons.

## Terrebonne Parish Socioeconomic and Demographic Overview

As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

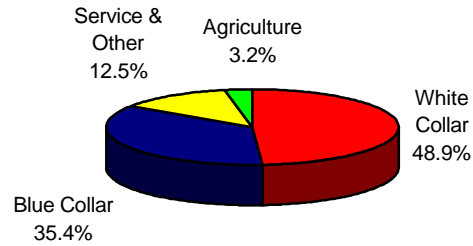
### Education Attainment



	Bachelor's or Higher	High School	Less Than High School
State	16.1%	68.3%	15.6%
Nation	24.7%	62.2%	13.1%

Sources: Northeast Louisiana University, Center for Business and Economic Research and NCES, 1995.

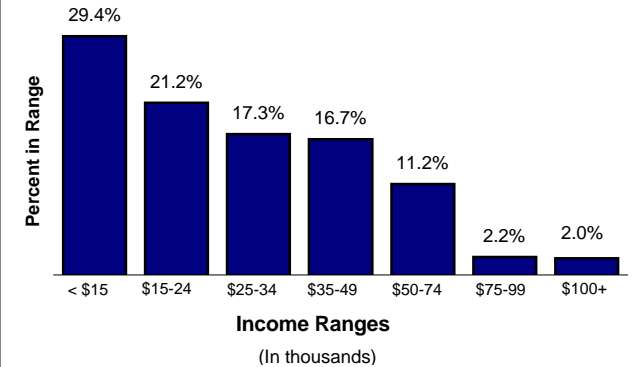
### Labor Force



	White Collar	Blue Collar	Service & Other	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Source: US Bureau of Census, 1990.

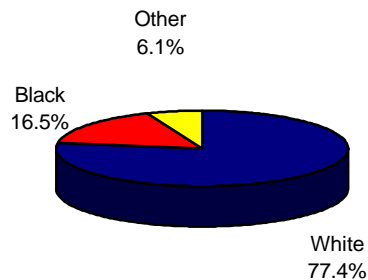
### Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Source: US Bureau of Census, 1990.

### Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

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### Poverty Level

	Parish	State	Nation
All Persons Living Below Poverty Level	22.2%	23.6%	15.7%

Source: Northeast Louisiana University, Center for Business and Economic Research, 1993.

### Single Parenthood

	Parish	State	Nation
Single Parent Households	16.5%	19.1%	14.8%

Source: US Bureau of Census, 1990.

Source: US Bureau of Census, 1990.

### Labor Related Statistics

	Parish	State	Nation
Per Capita Income <sup>1</sup>	\$17,444	\$19,709	\$24,436
Unemployment Rate <sup>2</sup>	4.7%	6.6%	5.4%

Sources: 1) Northeast Louisiana University, Center for Business and Economic Research, 1996. 2) Bureau of Labor and Statistics, US Dept of Labor, 1996.

### Teen Pregnancy

	Parish	State	Nation
Teen Pregnancy Rate	20.0%	18.9%	12.9%

Source: Louisiana Department of Health and Hospitals, 1996.

## District Financial Overview

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

### Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
  1. **Local**: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
  2. **State**: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
  3. **Federal**: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
  4. **District revenues per pupil**: total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:\*
- 1. **Instructional Expenditures**: monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures**: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services**: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil**: total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

*Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1998, figures provided by the Office of Management and Finance, LDE.*

\* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

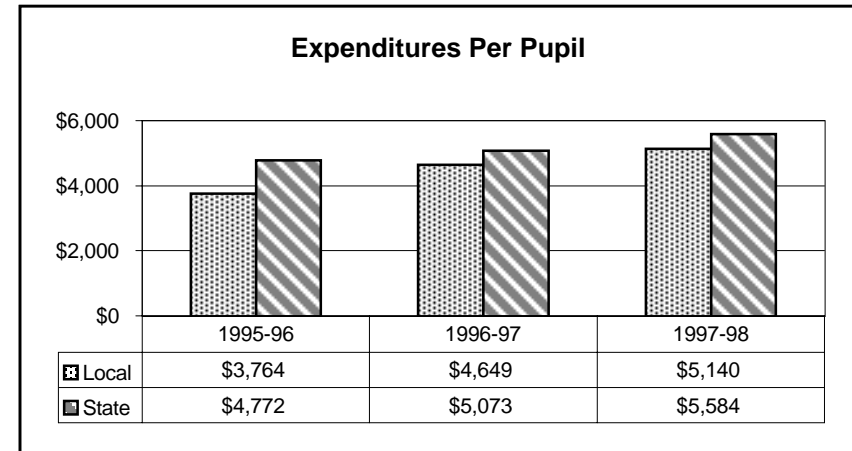
# Terrebonne Parish Financial Profile

District Revenue by Source									
Revenue Source	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$22,288,101	27.2%	36.8%	\$36,194,582	36.5%	37.4%	\$41,928,887	37.1%	37.6%
State	\$47,749,180	58.4%	50.9%	\$50,828,879	51.3%	50.8%	\$58,399,800	51.7%	51.0%
Federal	\$11,792,150	14.4%	12.3%	\$12,105,619	12.2%	11.8%	\$12,731,800	11.3%	11.4%
<b>Total</b>	<b>\$81,829,431</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$99,129,080</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$113,060,487</b>	<b>100.0%</b>	<b>100.0%</b>

Adjusted October 1 Student Membership		
1995-96	1996-97	1997-98
20,621	20,557	20,534

Revenues Per Pupil			
	1995-96	1996-97	1997-98
Local	\$3,968	\$4,822	\$5,506
State Average	\$4,981	\$5,296	\$5,818

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1995-96	\$18,355	\$24,850	\$26,800
1996-97	\$23,355	\$30,244	\$29,025
1997-98	\$24,385	\$31,517	\$31,131



District Expenditures by Category									
Expenditure Category	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$53,557,444	69.8%	68.0%	\$65,950,505	71.0%	68.2%	\$75,281,351	72.5%	68.9%
Non-Instructional Expenditures	\$23,224,453	30.2%	32.0%	\$26,983,370	29.0%	31.8%	\$28,532,594	27.5%	31.1%
<b>Subtotal</b>	<b>\$76,781,897</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$92,933,875</b>	<b>100.0%</b>	<b>100.0%</b>	<b>\$103,813,945</b>	<b>100.0%</b>	<b>100.0%</b>
Facility Acquisition & Construction Services	\$841,775			\$2,635,788			\$1,736,437		
<b>Total Expenditures (excluding debt services)</b>	<b>\$77,623,672</b>			<b>\$95,569,663</b>			<b>\$105,550,382</b>		

## Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

# District Indicator Summary Results

## School Characteristics

### Schools in Terrebonne Parish

Schools in Terrebonne Parish												
			1992-93	1993-94	1994-95	1995-96	1996-97	1997-98				
October 1 Membership			20,035	19,819	19,870	20,411	20,227	20,226				
Number of Faculty			1,221	1,238	1,253	1,290	1,332	1,376				

### Faculty with a Master's Degree or Higher

Faculty with a Master's Degree or Higher												
			1992-93	1993-94	1994-95	1995-96	1996-97	1997-98				
<i>Percent</i>	<i>Number</i>		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
34.99	423		35.59	436	34.81	432	34.27	437	33.41	441	32.05	441

### Class Size Characteristics for Grades K-12

#### Elementary Schools

Class Size Characteristics for Grades K-12												
			1992-93	1993-94	1994-95	1995-96	1996-97	1997-98				
<i>Percent</i>	<i>Number</i>		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Class Size Range 1 - 20			~	~	29.15	200	29.66	183	36.32	231	41.53	277
Class Size Range 21 - 26			~	~	58.45	401	59.00	364	50.47	321	47.83	319
Class Size Range 27 or more			~	~	12.39	85	11.35	70	13.21	84	10.64	71
Class Size Range 1 - 20			~	~	10.75	108	13.55	136	13.13	132	16.78	172
Class Size Range 21 - 26			~	~	40.00	402	45.82	460	49.25	495	46.34	475
Class Size Range 27 or more			~	~	49.25	495	40.64	408	37.61	378	36.88	378
Class Size Range 1 - 20			~	~	16.94	126	17.29	129	16.23	124	17.06	150
Class Size Range 21 - 26			~	~	31.05	231	31.10	232	32.46	248	25.26	222
Class Size Range 27 or more			~	~	52.02	387	51.61	385	51.31	392	57.68	507
Class Size Range 1 - 20			16.78	392	17.82	434	18.93	448	20.25	487	23.30	599
Class Size Range 21 - 26			44.91	1,049	42.46	1,034	44.61	1,056	44.24	1,064	39.52	1,016
Class Size Range 27 or more			38.31	895	39.71	967	36.46	863	35.51	854	37.18	956

#### All Schools

~ = Unavailable Data



# District Indicator Summary Results

## *Student Participation*

		Student Attendance					
		1992-93 <sup>1</sup>	1993-94	1994-95	1995-96 <sup>2</sup>	1996-97	1997-98
<b>Percent of Student Attendance</b>							
<i>Elementary Schools</i>		~	94.66	94.49	95.51	95.33	95.49
<i>Middle/Jr. High Schools</i>		~	92.28	91.44	93.14	93.12	93.70
<i>High Schools</i>		~	89.39	88.49	90.13	90.48	91.08
<i>All Schools</i>		92.92	92.83	92.28	93.59	93.58	93.94

		Student Dropouts											
		1992-93 <sup>3</sup>		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>Student Dropouts</b>													
Grade 7		0.77	14	2.44	43	0.99	18	5.86	105	6.28	108	4.56	81
Grade 8		1.86	29	2.79	49	1.68	30	6.98	123	5.98	102	5.26	86
Grade 9		5.42	97	8.00	149	4.52	90	14.34	292	17.85	362	15.88	314
Grade 10		4.49	65	6.05	90	3.96	61	13.63	218	15.71	259	14.96	241
Grade 11		2.47	28	4.84	58	2.79	34	13.68	167	13.35	170	12.87	172
Grade 12		2.67	25	4.13	38	1.53	15	9.61	95	10.97	117	8.51	94

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

<sup>3</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

# District Indicator Summary Results

## Student Participation (Continued)

Students Suspended and Expelled													
		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>Students Suspended and Expelled</b>													
<i>Elementary Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	3.32	338	3.81	389
Suspended (Out of School)		~	~	8.63	892	7.97	824	7.14	774	8.26	840	7.95	812
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.23	24	0.13	13	0.09	10	0.10	10	0.09	9
<i>Middle/Jr. High Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	15.07	923	1.32	82
Suspended (Out of School)		~	~	20.53	1,283	21.22	1,346	18.42	1,167	19.48	1,193	19.70	1,220
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.83	52	1.07	68	1.48	94	1.40	86	1.53	95
<i>High Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	23.63	1,211	0.32	17
Suspended (Out of School)		~	~	21.30	999	22.27	1,085	18.98	957	20.75	1,063	22.13	1,165
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.49	23	0.72	35	1.29	65	1.54	79	1.39	73
<i>All Schools</i>													
Suspended (In School)		~	~	~	~	~	~	~	~	11.60	2,469	2.27	488
Suspended (Out of School)		12.71	2,694	14.92	3,174	15.10	3,255	13.09	2,884	14.50	3,086	14.76	3,179
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		0.43	92	0.47	99	0.54	116	0.77	169	0.82	175	0.82	177

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

# District Indicator Summary Results

## Student Achievement

		Reading Level Evaluation Results											
		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98 <sup>1</sup>	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Reading Level Evaluation Results - Grade 02													
	Students Assessed		~		~		~		~		~		1,636
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.93	506
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.02	622
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.05	508
Reading Level Evaluation Results - Grade 03													
	Students Assessed		~		~		~		~		~		1,574
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.46	684
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.59	387
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.96	503

		Percent of Students Passing CRT and Number of Students Tested											
		1992-93		1993-94		1994-95		1995-96 <sup>2</sup>		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Criterion-referenced Test (CRT) Results - Grade 03													
	Language Arts	97	1,350	97	1,395	96	1,461	95	1,496	94	1,501	93	1,536
	Mathematics	97	1,343	96	1,383	94	1,446	95	1,487	94	1,495	93	1,531
Criterion-referenced Test (CRT) Results - Grade 05													
	Language Arts	97	1,475	96	1,465	98	1,267	94	1,441	94	1,503	91	1,499
	Mathematics	96	1,467	97	1,463	97	1,265	96	1,434	96	1,508	95	1,497
Criterion-referenced Test (CRT) Results - Grade 07													
	Language Arts	94	1,503	95	1,399	96	1,370	95	1,488	94	1,421	93	1,463
	Mathematics	91	1,497	93	1,400	92	1,361	91	1,484	87	1,414	89	1,448
Graduation Exit Exam (GEE) Results													
	Language Arts	94	1,044	92	1,001	92	1,021	90	1,088	89	1,134	90	1,209
	Mathematics	86	1,043	84	1,002	84	1,017	77	1,083	75	1,132	70	1,207
	Written Composition	92	1,015	90	973	98	999	94	1,056	96	1,087	94	1,184
	Science	88	869	93	942	89	878	84	921	88	946	86	967
	Social Studies	89	874	89	940	90	880	90	920	92	932	90	965

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

# District Indicator Summary Results

## *Student Achievement (Continued)*

		Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>2</sup>
<b>Norm-referenced Test (NRT) Results - Grade 04</b>							
	Fourth Quartile	~	~	~	~	~	13.4
	Third Quartile	~	~	~	~	~	22.6
	Second Quartile	~	~	~	~	~	35.5
	First Quartile	~	~	~	~	~	28.5
	Percentile Rank	~	~	~	~	~	42.0
<b>Norm-referenced Test (NRT) Results - Grade 06</b>							
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	26.2
	Second Quartile	~	~	~	~	~	34.8
	First Quartile	~	~	~	~	~	22.6
	Percentile Rank	~	~	~	~	~	47.0
<b>Norm-referenced Test (NRT) Results - Grade 08</b>							
	Fourth Quartile	~	~	~	~	~	13.0
	Third Quartile	~	~	~	~	~	25.3
	Second Quartile	~	~	~	~	~	32.8
	First Quartile	~	~	~	~	~	29.0
	Percentile Rank	~	~	~	~	~	43.0
<b>Norm-referenced Test (NRT) Results - Grade 09</b>							
	Fourth Quartile	~	~	~	~	~	13.0
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	32.8
	First Quartile	~	~	~	~	~	30.0
	Percentile Rank	~	~	~	~	~	41.0
<b>Norm-referenced Test (NRT) Results - Grade 10</b>							
	Fourth Quartile	~	~	~	~	~	13.4
	Third Quartile	~	~	~	~	~	23.2
	Second Quartile	~	~	~	~	~	31.5
	First Quartile	~	~	~	~	~	31.8
	Percentile Rank	~	~	~	~	~	41.0

<sup>1</sup> Represents graduates from the previous school year.

<sup>2</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

# District Indicator Summary Results

## *Student Achievement (Continued)*

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests						
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>2</sup>
<b>Norm-referenced Test (NRT) Results - Grade 11</b>						
Fourth Quartile	~	~	~	~	~	15.4
Third Quartile	~	~	~	~	~	25.3
Second Quartile	~	~	~	~	~	30.7
First Quartile	~	~	~	~	~	28.6
Percentile Rank	~	~	~	~	~	43.0

## *College Readiness*

American College Test (ACT) Results						
	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
<b>Average Composite Score</b>	19.0	18.9	18.3	18.7	18.7	18.9

First-time College Freshmen Performance											
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
	834		908		872		945		896		~
31.77	265	40.64	369	35.78	312	35.66	337	32.03	287	~	~
52.45	139	64.50	238	51.28	160	51.63	174	49.12	141	~	~

<sup>1</sup> Represents graduates from the previous school year.

<sup>2</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

# *Part 2. School Characteristics*

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Faculty with a Master's Degree or Higher.....	2-7
Class Size Characteristics .....	2-11

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**Table 1**  
*Schools in Terrebonne Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>055001</b>	<b>Acadian Elementary School</b>						
	Grade Structure	K-4,NG,S	P,K-4,NG,S	P,K-4	K-4,NG	K-4,NG	K-4,NG
	October 1 Membership	820	746	758	768	783	749
	Number of Faculty	54	57	60	59	64	61
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055002</b>	<b>Bayou Black Elementary School</b>						
	Grade Structure	K-4,NG,S	P,K-4,S	P,K-4	K-4	K-4	K-4
	October 1 Membership	156	146	144	156	128	140
	Number of Faculty	13	15	15	17	16	13
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055003</b>	<b>Boudreaux Canal/Little Caillou School</b>						
	Grade Structure	K-3,NG	K-3	P,K-3	K-6	K-6	K-6
	October 1 Membership	156	163	147	211	214	243
	Number of Faculty	12	12	17	18	22	16
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055004</b>	<b>Bourg Elementary School</b>						
	Grade Structure	K-4,NG,S	P,K-4,S	K-4	K-4	K-4	K-4
	October 1 Membership	426	391	400	367	364	374
	Number of Faculty	25	24	23	25	30	27
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055005</b>	<b>Bourgeois, H.L., High School</b>						
	Grade Structure	9-12	9-12	9-12	9-12	9-12,NG	9-12,NG
	October 1 Membership	945	916	926	1,098	1,126	1,136
	Number of Faculty	62	58	62	63	66	67
	Category	~	High	High	High	High	High
<b>055006</b>	<b>Broadmoor Elementary School</b>						
	Grade Structure	K-6,NG,S	K-6,NG,S	K-6	K-6	K-6	K-6
	October 1 Membership	620	593	605	600	591	548
	Number of Faculty	35	36	40	40	45	38
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055007</b>	<b>Caldwell Middle School</b>						
	Grade Structure	4-7,S	4-7,S	4-7	4-7	4-7	4-7
	October 1 Membership	546	538	518	528	497	519
	Number of Faculty	32	32	34	33	34	31
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in Terrebonne Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>055008</b>	<b>Coteau-Bayou Blue School</b>						
	Grade Structure	K-6,NG,S	P,K-6,S	P,K-6	K-6,NG	K-6	K-6
	October 1 Membership	624	592	618	634	655	624
	Number of Faculty	39	42	45	46	48	42
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055009</b>	<b>Dularge Elementary School</b>						
	Grade Structure	K-3,S	P,K-3,S	P,K-3	K-3	K-3	K-3
	October 1 Membership	306	292	298	276	252	238
	Number of Faculty	22	22	23	24	28	19
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055010</b>	<b>Dularge Middle School</b>						
	Grade Structure	4-7,S	4-7,S	4-7	4-7	4-7	4-7
	October 1 Membership	291	261	252	245	264	249
	Number of Faculty	23	24	22	23	24	17
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>055011</b>	<b>East Houma Elementary School</b>						
	Grade Structure	P,K-2,S	P,K-2,NG,S	P,K-2	K-2	K-2,NG	K-2
	October 1 Membership	450	419	385	426	415	411
	Number of Faculty	30	30	31	29	34	28
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055013</b>	<b>Ellender Memorial High School</b>						
	Grade Structure	9-12	9-12	9-12	9-12	9-12	9-12
	October 1 Membership	1,002	1,020	1,099	1,263	1,287	1,266
	Number of Faculty	65	66	70	70	74	76
	Category	~	High	High	High	High	High
<b>055014</b>	<b>Elysian Fields School</b>						
	Grade Structure	4-6,S	4-6,S	4-6	4-6,NG	4-6,NG	4-6,NG
	October 1 Membership	561	539	515	508	483	517
	Number of Faculty	40	40	40	38	40	36
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055015</b>	<b>Evergreen Junior High School</b>						
	Grade Structure	7-9,S	7-9,S	7-9	7-9,NG	7-9,NG	7-9,NG
	October 1 Membership	967	988	1,047	1,017	1,014	988
	Number of Faculty	60	62	64	63	62	63
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded



**Table 1**  
*Schools in Terrebonne Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>055016</b>	<b>Gibson School</b>						
	Grade Structure	K-4,S	P,K-4,S	P,K-4	K-4	K-4	K-4
	October 1 Membership	288	279	267	250	245	247
	Number of Faculty	24	22	23	23	22	19
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055017</b>	<b>Grand Caillou Elementary School</b>						
	Grade Structure	P,K-3,NG,S	P,K-3,S	P,K-3	K-3	K-3	K-3
	October 1 Membership	446	438	458	454	464	425
	Number of Faculty	33	32	36	38	40	32
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055018</b>	<b>Greenwood Middle School</b>						
	Grade Structure	5-7,S	5-7,S	5-7	5-7	5-7	5-7
	October 1 Membership	236	213	215	191	209	230
	Number of Faculty	18	20	19	18	19	16
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>055019</b>	<b>Honduras Elementary School</b>						
	Grade Structure	K-3,NG,S	K-3,NG,S	K-3	K-3	K-3	K-3,NG
	October 1 Membership	386	365	380	340	351	348
	Number of Faculty	31	27	33	31	32	31
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055020</b>	<b>Houma Junior High School</b>						
	Grade Structure	7-9,S	7-9,S	7-9	7-9,NG	7-9	7-9
	October 1 Membership	1,040	1,043	1,054	1,084	1,095	1,114
	Number of Faculty	64	67	66	68	71	71
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>055021</b>	<b>Lacache Middle School</b>						
	Grade Structure	5-8,S	5-8,S	5-8	5-8	5-8	5-8,NG
	October 1 Membership	526	522	474	472	470	462
	Number of Faculty	34	36	31	32	33	31
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>055022</b>	<b>Legion Park School</b>						
	Grade Structure	4-7,S	4-7,S	4-7	4-7,NG	4-7,NG	4-7,NG
	October 1 Membership	278	281	257	252	268	250
	Number of Faculty	23	25	25	23	26	17
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in Terrebonne Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>055023</b>	<b>Lisa Park School</b>						
	Grade Structure	K-7,NG,S	K-7,S	K-7	K-7	K-7	K-7
	October 1 Membership	646	666	644	638	632	659
	Number of Faculty	41	41	46	46	48	46
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055024</b>	<b>Little Caillou Elementary School</b>						
	Grade Structure	4-6	4-6	Closed	~	~	~
	October 1 Membership	94	80	Closed	~	~	~
	Number of Faculty	10	8	Closed	~	~	~
	Category	~	Elementary	Closed	~	~	~
<b>055025</b>	<b>Montegut Elementary School</b>						
	Grade Structure	K-3,NG,S	P,K-3,S	P,K-3	K-3	K-3	K-3
	October 1 Membership	196	201	223	232	221	218
	Number of Faculty	17	18	22	22	24	18
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055026</b>	<b>Montegut Middle School</b>						
	Grade Structure	4-8,S	4-8,S	4-8	4-8	4-8	4-8,NG
	October 1 Membership	724	729	713	716	714	725
	Number of Faculty	44	44	43	45	46	40
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>055027</b>	<b>Mulberry Elementary School</b>						
	Grade Structure	K-6,NG,S	P,K-6,S	K-6	K-6	K-6	K-6
	October 1 Membership	644	648	644	650	677	626
	Number of Faculty	39	37	40	44	45	43
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055028</b>	<b>Oaklawn Junior High School</b>						
	Grade Structure	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG	7-8
	October 1 Membership	688	717	727	776	737	679
	Number of Faculty	47	54	53	51	54	50
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>055029</b>	<b>Oakshire Elementary School</b>						
	Grade Structure	K-6,NG,S	P,K-6,NG,S	P,K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	565	599	599	575	537	601
	Number of Faculty	39	41	47	45	49	42
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in Terrebonne Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>055030</b>	<b>Pointe-aux-Chenes Elementary School</b>						
	Grade Structure	K-4,NG,S	P,K-4,S	P,K-4	K-4	K-4	K-4
	October 1 Membership	235	224	219	201	181	155
	Number of Faculty	19	21	21	20	23	17
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055033</b>	<b>Schriever Elementary School</b>						
	Grade Structure	P,K-3,NG,S	P,K-3,S	P,K-3	K-3	K-3	K-3
	October 1 Membership	563	564	575	565	580	597
	Number of Faculty	37	39	41	43	44	39
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055034</b>	<b>South Terrebonne High School</b>						
	Grade Structure	9-12	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	1,058	1,099	1,125	1,226	1,247	1,233
	Number of Faculty	65	66	68	68	72	67
	Category	~	High	High	High	High	High
<b>055035</b>	<b>Southdown Elementary School</b>						
	Grade Structure	P,K-6,NG,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	585	572	589	522	506	501
	Number of Faculty	55	51	49	47	55	52
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055036</b>	<b>Terrebonne High School</b>						
	Grade Structure	9-12,S	9-12,S	9-12	9-12	9-12	9-12
	October 1 Membership	891	918	965	1,040	1,052	1,052
	Number of Faculty	59	58	61	63	65	65
	Category	~	High	High	High	High	High
<b>055038</b>	<b>Upper Little Caillou School</b>						
	Grade Structure	K-4,NG,S	P,K-4,S	P,K-4	K-4,NG	K-4,NG	K-4,NG
	October 1 Membership	577	576	579	556	504	489
	Number of Faculty	38	41	41	44	43	39
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055039</b>	<b>Village East School</b>						
	Grade Structure	3-6,S	3-6,S	3-6	3-6,NG	3-6,NG	3-6,NG
	October 1 Membership	519	491	454	438	464	479
	Number of Faculty	42	39	37	37	36	31
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

**Table 1**  
*Schools in Terrebonne Parish*

		<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
<b>055041</b>	<b>West Park Elementary School</b>						
	Grade Structure	K-3,NG,S	P,K-3,S	P,K-3	K-3	K-3	K-3
	October 1 Membership	333	338	352	341	342	342
	Number of Faculty	25	25	26	30	36	28
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
<b>055044</b>	<b>Grand Caillou Middle School</b>						
	Grade Structure	4-8,S	4-8,S	4-8	4-8	4-8	4-8
	October 1 Membership	508	521	535	537	537	540
	Number of Faculty	37	37	39	39	37	35
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
<b>055045</b>	<b>Genesis-Alternative High School</b>						
	Grade Structure	9-12	9-12	9-12	9-12	9-12	9-12
	October 1 Membership	139	131	110	161	121	252
	Number of Faculty	14	14	13	13	14	13
	Category	~	High	High	High	High	High
<b>District</b>							
	October 1 Membership	20,035	19,819	19,870	20,411	20,227	20,226
	Number of Faculty	1,221	1,238	1,253	1,290	1,332	1,376

~ = Unavailable Data      S = Special Education      P = Pre-kindergarten      NG = Nongraded

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## Faculty with a Master's Degree or Higher

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Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

### Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the districts that receive a *School Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

### Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

### Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

### Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

### Data Sources

*Site-based personnel*— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

*Faculty degree status*— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

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### Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\frac{\text{Percent of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

**Table 2**  
*Faculty with a Master's Degree or Higher*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055001	Acadian Elementary School	18.52	10	26.79	15	27.12	16	29.31	17	26.98	17	24.59	15
055002	Bayou Black Elementary School	38.46	5	40.00	6	33.33	5	29.41	5	31.25	5	23.08	3
055003	Boudreaux Canal/Little Caillou School	66.67	8	58.33	7	43.75	7	47.06	8	42.86	9	50.00	8
055004	Bourg Elementary School	28.00	7	29.17	7	34.78	8	40.00	10	34.48	10	33.33	9
055005	Bourgeois, H.L., High School	41.94	26	43.10	25	45.16	28	39.68	25	43.94	29	40.30	27
055006	Broadmoor Elementary School	37.14	13	38.89	14	30.00	12	32.50	13	37.78	17	36.84	14
055007	Caldwell Middle School	41.94	13	38.71	12	36.36	12	37.50	12	42.42	14	48.39	15
055008	Coteau-Bayou Blue School	26.32	10	26.83	11	22.73	10	31.11	14	34.04	16	33.33	14
055009	Dularge Elementary School	45.45	10	50.00	11	39.13	9	37.50	9	33.33	9	42.11	8
055010	Dularge Middle School	22.73	5	26.09	6	28.57	6	27.27	6	30.43	7	23.53	4
055011	East Houma Elementary School	26.67	8	23.33	7	22.58	7	27.59	8	29.41	10	21.43	6
055013	Ellender Memorial High School	47.69	31	46.97	31	45.71	32	42.86	30	39.19	29	34.21	26
055014	Elysian Fields School	28.21	11	25.64	10	33.33	13	24.32	9	27.50	11	27.78	10
055015	Evergreen Junior High School	36.67	22	32.26	20	37.50	24	38.10	24	32.26	20	31.75	20
055016	Gibson School	45.83	11	40.91	9	47.83	11	47.83	11	54.55	12	52.63	10
055017	Grand Caillou Elementary School	24.24	8	25.00	8	30.56	11	22.22	8	18.42	7	18.75	6
055018	Greenwood Middle School	22.22	4	25.00	5	26.32	5	33.33	6	26.32	5	12.50	2
055019	Honduras Elementary School	29.03	9	22.22	6	21.21	7	22.58	7	18.75	6	22.58	7
055020	Houma Junior High School	39.06	25	41.79	28	39.39	26	38.24	26	31.43	22	28.17	20
055021	Lacache Middle School	23.53	8	19.44	7	16.13	5	25.00	8	21.21	7	29.03	9
055022	Legion Park School	31.82	7	29.17	7	32.00	8	21.74	5	19.23	5	17.65	3
055023	Lisa Park School	43.90	18	43.90	18	45.65	21	43.48	20	43.75	21	47.83	22
055024	Little Caillou Elementary School	33.33	3	28.57	2	Closed	Closed	~	~	~	~	~	~
055025	Montegut Elementary School	35.29	6	38.89	7	40.91	9	40.91	9	33.33	8	27.78	5
055026	Montegut Middle School	23.26	10	23.26	10	26.19	11	20.93	9	22.22	10	20.00	8
055027	Mulberry Elementary School	47.37	18	47.22	17	43.59	17	41.86	18	42.22	19	46.51	20
055028	Oaklawn Junior High School	29.79	14	24.07	13	32.08	17	33.33	17	31.48	17	28.00	14
055029	Oakshire Elementary School	26.32	10	25.00	10	23.91	11	20.93	9	32.65	16	23.81	10
055030	Pointe-aux-Chenes Elementary School	31.58	6	33.33	7	28.57	6	36.84	7	36.36	8	41.18	7
055033	Schriever Elementary School	59.46	22	53.85	21	53.66	22	47.62	20	43.18	19	41.03	16
055034	South Terrebonne High School	43.08	28	43.94	29	42.65	29	44.12	30	44.44	32	40.30	27
055035	Southdown Elementary School	23.64	13	31.37	16	26.53	13	28.89	13	30.19	16	26.92	14
055036	Terrebonne High School	54.24	32	58.62	34	50.82	31	39.68	25	38.46	25	38.46	25
055038	Upper Little Caillou School	29.73	11	40.00	16	40.00	16	42.86	18	31.71	13	25.64	10
055039	Village East School	34.15	14	34.21	13	33.33	12	27.78	10	22.22	8	12.90	4
055041	West Park Elementary School	48.00	12	52.00	13	57.69	15	51.72	15	42.86	15	32.14	9

~ = Unavailable Data

**Table 2**  
*Faculty with a Master's Degree or Higher*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
055044	Grand Caillou Middle School	32.43	12	29.73	11	33.33	13	28.21	11	32.43	12	28.57	10
055045	Genesis-Alternative High School	30.77	4	46.15	6	41.67	5	41.67	5	42.86	6	30.77	4
<b>District</b>		34.99	423	35.59	436	34.81	432	34.27	437	33.41	441	32.05	441
<b>State</b>		43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556	39.83	20,938

~ = Unavailable Data





Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

### Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *School Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

### Data Presentation: *School Report Card*

The *1997-98 School Report Card* provides 1997-98 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

### Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

### Method of Calculation

The following criterion was applied to *Annual School Report* (ASR) data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

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### Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

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## Data Source

District-reported data from the *Annual School Report* (ASR).

### References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

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*LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).*

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**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055001</b>	<b>Acadian Elementary School</b>												
	Class Size Range 1 - 20	15.00	6	33.33	16	48.89	22	39.58	19	32.65	16	47.27	26
	Class Size Range 21 - 26	85.00	34	66.67	32	51.11	23	58.33	28	67.35	33	52.73	29
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	2.08	1	0.00	0	0.00	0
<b>055002</b>	<b>Bayou Black Elementary School</b>												
	Class Size Range 1 - 20	42.86	3	80.00	8	75.00	6	66.67	6	57.14	4	87.50	7
	Class Size Range 21 - 26	42.86	3	10.00	1	25.00	2	33.33	3	42.86	3	12.50	1
	Class Size Range 27 or more	14.29	1	10.00	1	0.00	0	0.00	0	0.00	0	0.00	0
<b>055003</b>	<b>Boudreaux Canal/Little Caillou School</b>												
	Class Size Range 1 - 20	87.50	7	62.50	5	50.00	6	66.67	8	38.46	5	14.29	4
	Class Size Range 21 - 26	12.50	1	37.50	3	33.33	4	16.67	2	61.54	8	78.57	22
	Class Size Range 27 or more	0.00	0	0.00	0	16.67	2	16.67	2	0.00	0	7.14	2
<b>055004</b>	<b>Bourg Elementary School</b>												
	Class Size Range 1 - 20	0.00	0	22.22	4	17.65	3	23.53	4	52.38	11	57.14	12
	Class Size Range 21 - 26	83.33	15	66.67	12	64.71	11	76.47	13	47.62	10	42.86	9
	Class Size Range 27 or more	16.67	3	11.11	2	17.65	3	0.00	0	0.00	0	0.00	0
<b>055006</b>	<b>Broadmoor Elementary School</b>												
	Class Size Range 1 - 20	8.89	4	9.43	5	13.64	6	14.58	7	27.27	18	28.00	21
	Class Size Range 21 - 26	71.11	32	69.81	37	56.82	25	29.17	14	13.64	9	33.33	25
	Class Size Range 27 or more	20.00	9	20.75	11	29.55	13	56.25	27	59.09	39	38.67	29
<b>055008</b>	<b>Coteau-Bayou Blue School</b>												
	Class Size Range 1 - 20	10.53	4	16.13	5	25.81	8	17.65	6	28.13	9	24.24	8
	Class Size Range 21 - 26	47.37	18	61.29	19	61.29	19	76.47	26	53.13	17	75.76	25
	Class Size Range 27 or more	42.11	16	22.58	7	12.90	4	5.88	2	18.75	6	0.00	0
<b>055009</b>	<b>Dularge Elementary School</b>												
	Class Size Range 1 - 20	66.67	10	26.67	4	30.77	4	38.46	5	46.15	6	50.00	6
	Class Size Range 21 - 26	33.33	5	73.33	11	69.23	9	61.54	8	53.85	7	50.00	6
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055011</b>	<b>East Houma Elementary School</b>												
	Class Size Range 1 - 20	32.14	9	21.74	5	14.29	3	14.29	3	36.36	8	52.17	12
	Class Size Range 21 - 26	67.86	19	78.26	18	85.71	18	85.71	18	63.64	14	47.83	11
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055014</b>	<b>Elysian Fields School</b>												
	Class Size Range 1 - 20	9.68	9	24.76	26	34.74	33	43.27	45	52.83	56	38.89	42
	Class Size Range 21 - 26	65.59	61	56.19	59	49.47	47	38.46	40	44.34	47	37.96	41
	Class Size Range 27 or more	24.73	23	19.05	20	15.79	15	18.27	19	2.83	3	23.15	25

~ = Unavailable Data

**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055016</b>	<b>Gibson School</b>												
	Class Size Range 1 - 20	66.67	12	62.50	10	76.92	10	69.23	9	50.00	6	28.57	4
	Class Size Range 21 - 26	33.33	6	37.50	6	23.08	3	30.77	4	50.00	6	71.43	10
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055017</b>	<b>Grand Caillou Elementary School</b>												
	Class Size Range 1 - 20	40.00	8	25.00	5	21.05	4	39.13	9	26.09	6	36.36	8
	Class Size Range 21 - 26	60.00	12	75.00	15	78.95	15	60.87	14	73.91	17	63.64	14
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055019</b>	<b>Honduras Elementary School</b>												
	Class Size Range 1 - 20	61.11	11	58.82	10	52.94	9	58.82	10	58.82	10	83.33	15
	Class Size Range 21 - 26	38.89	7	41.18	7	47.06	8	41.18	7	41.18	7	16.67	3
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055023</b>	<b>Lisa Park School</b>												
	Class Size Range 1 - 20	33.33	14	33.33	14	36.36	16	32.56	14	43.75	21	38.18	21
	Class Size Range 21 - 26	38.10	16	40.48	17	45.45	20	30.23	13	37.50	18	40.00	22
	Class Size Range 27 or more	28.57	12	26.19	11	18.18	8	37.21	16	18.75	9	21.82	12
<b>055024</b>	<b>Little Caillou Elementary School</b>												
	Class Size Range 1 - 20	44.44	4	0.00	0	Closed	Closed	~	~	~	~	~	~
	Class Size Range 21 - 26	55.56	5	25.00	1	Closed	Closed	~	~	~	~	~	~
	Class Size Range 27 or more	0.00	0	75.00	3	Closed	Closed	~	~	~	~	~	~
<b>055025</b>	<b>Montegut Elementary School</b>												
	Class Size Range 1 - 20	80.00	8	63.64	7	45.45	5	83.33	10	83.33	10	63.64	7
	Class Size Range 21 - 26	20.00	2	36.36	4	54.55	6	16.67	2	16.67	2	36.36	4
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055027</b>	<b>Mulberry Elementary School</b>												
	Class Size Range 1 - 20	26.23	16	10.53	4	17.07	7	16.28	7	27.50	11	30.36	17
	Class Size Range 21 - 26	72.13	44	52.63	20	48.78	20	79.07	34	57.50	23	69.64	39
	Class Size Range 27 or more	1.64	1	36.84	14	34.15	14	4.65	2	15.00	6	0.00	0
<b>055029</b>	<b>Oakshire Elementary School</b>												
	Class Size Range 1 - 20	25.81	8	25.00	8	32.35	11	39.39	13	59.38	19	26.76	19
	Class Size Range 21 - 26	74.19	23	75.00	24	47.06	16	60.61	20	40.63	13	73.24	52
	Class Size Range 27 or more	0.00	0	0.00	0	20.59	7	0.00	0	0.00	0	0.00	0
<b>055030</b>	<b>Pointe-aux-Chenes Elementary School</b>												
	Class Size Range 1 - 20	50.00	6	88.89	16	52.94	9	70.00	7	44.44	8	93.33	14
	Class Size Range 21 - 26	50.00	6	11.11	2	47.06	8	20.00	2	55.56	10	6.67	1
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	10.00	1	0.00	0	0.00	0

~ = Unavailable Data

**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055033</b>	<b>Schriever Elementary School</b>												
	Class Size Range 1 - 20	4.17	1	26.92	7	8.00	2	42.50	17	43.90	18	47.06	16
	Class Size Range 21 - 26	95.83	23	73.08	19	92.00	23	57.50	23	56.10	23	52.94	18
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055035</b>	<b>Southdown Elementary School</b>												
	Class Size Range 1 - 20	72.41	21	42.86	12	25.00	6	60.87	14	53.57	15	26.92	14
	Class Size Range 21 - 26	27.59	8	53.57	15	62.50	15	30.43	7	46.43	13	73.08	38
	Class Size Range 27 or more	0.00	0	3.57	1	12.50	3	8.70	2	0.00	0	0.00	0
<b>055038</b>	<b>Upper Little Caillou School</b>												
	Class Size Range 1 - 20	31.03	9	31.03	9	0.00	0	10.71	3	34.62	9	39.29	11
	Class Size Range 21 - 26	68.97	20	48.28	14	100.00	28	60.71	17	50.00	13	60.71	17
	Class Size Range 27 or more	0.00	0	20.69	6	0.00	0	28.57	8	15.38	4	0.00	0
<b>055039</b>	<b>Village East School</b>												
	Class Size Range 1 - 20	15.22	7	11.69	9	11.90	5	31.03	9	24.00	6	30.30	10
	Class Size Range 21 - 26	76.09	35	76.62	59	85.71	36	55.17	16	60.00	15	69.70	23
	Class Size Range 27 or more	8.70	4	11.69	9	2.38	1	13.79	4	16.00	4	0.00	0
<b>055041</b>	<b>West Park Elementary School</b>												
	Class Size Range 1 - 20	58.82	10	64.71	11	50.00	8	37.50	6	31.25	5	80.00	16
	Class Size Range 21 - 26	41.18	7	35.29	6	50.00	8	62.50	10	68.75	11	20.00	4
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

**Table 3a: Class Size Characteristics**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Elementary Schools)</b>													
	Class Size Range 1 - 20	~	~	29.15	200	29.66	183	36.32	231	41.53	277	39.14	310
	Class Size Range 21 - 26	~	~	58.45	401	59.00	364	50.47	321	47.83	319	52.27	414
	Class Size Range 27 or more	~	~	12.39	85	11.35	70	13.21	84	10.64	71	8.59	68
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	16.78	392	17.82	434	18.93	448	20.25	487	23.30	599	20.84	623
	Class Size Range 21 - 26	44.91	1,049	42.46	1,034	44.61	1,056	44.24	1,064	39.52	1,016	43.02	1,286
	Class Size Range 27 or more	38.31	895	39.71	967	36.46	863	35.51	854	37.18	956	36.13	1,080
<b>State (Elementary Schools)</b>													
	Class Size Range 1 - 20	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687	34.34	11,090
	Class Size Range 21 - 26	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277	51.25	16,553
	Class Size Range 27 or more	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714	14.41	4,654
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

**Table 3b: Class Size Characteristics**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055007</b>	<b>Caldwell Middle School</b>												
	Class Size Range 1 - 20	1.64	1	0.00	0	0.00	0	7.79	6	14.49	10	13.85	9
	Class Size Range 21 - 26	65.57	40	52.50	42	68.83	53	58.44	45	62.32	43	60.00	39
	Class Size Range 27 or more	32.79	20	47.50	38	31.17	24	33.77	26	23.19	16	26.15	17
<b>055010</b>	<b>Dularge Middle School</b>												
	Class Size Range 1 - 20	0.00	0	20.00	7	38.10	16	68.09	32	33.33	16	20.41	10
	Class Size Range 21 - 26	81.48	22	80.00	28	38.10	16	31.91	15	56.25	27	79.59	39
	Class Size Range 27 or more	18.52	5	0.00	0	23.81	10	0.00	0	10.42	5	0.00	0
<b>055015</b>	<b>Evergreen Junior High School</b>												
	Class Size Range 1 - 20	11.43	20	16.20	29	13.09	25	11.35	21	10.87	20	10.00	24
	Class Size Range 21 - 26	36.57	64	30.73	55	37.70	72	57.30	106	27.17	50	42.50	102
	Class Size Range 27 or more	52.00	91	53.07	95	49.21	94	31.35	58	61.96	114	47.50	114
<b>055018</b>	<b>Greenwood Middle School</b>												
	Class Size Range 1 - 20	2.44	1	16.28	7	14.63	6	23.53	12	56.00	28	36.21	21
	Class Size Range 21 - 26	56.10	23	83.72	36	85.37	35	76.47	39	44.00	22	60.34	35
	Class Size Range 27 or more	41.46	17	0.00	0	0.00	0	0.00	0	0.00	0	3.45	2
<b>055020</b>	<b>Houma Junior High School</b>												
	Class Size Range 1 - 20	8.99	16	11.41	21	7.73	14	8.94	16	13.90	26	8.24	21
	Class Size Range 21 - 26	40.45	72	42.93	79	50.28	91	45.81	82	27.27	51	35.29	90
	Class Size Range 27 or more	50.56	90	45.65	84	41.99	76	45.25	81	58.82	110	56.47	144
<b>055021</b>	<b>Lacache Middle School</b>												
	Class Size Range 1 - 20	9.78	9	2.30	2	5.71	4	14.63	12	8.70	8	5.56	5
	Class Size Range 21 - 26	43.48	40	22.99	20	40.00	28	34.15	28	63.04	58	63.33	57
	Class Size Range 27 or more	46.74	43	74.71	65	54.29	38	51.22	42	28.26	26	31.11	28
<b>055022</b>	<b>Legion Park School</b>												
	Class Size Range 1 - 20	0.00	0	11.11	3	66.67	24	10.53	2	62.50	15	52.78	19
	Class Size Range 21 - 26	90.91	20	88.89	24	30.56	11	89.47	17	37.50	9	33.33	12
	Class Size Range 27 or more	9.09	2	0.00	0	2.78	1	0.00	0	0.00	0	13.89	5
<b>055026</b>	<b>Montegut Middle School</b>												
	Class Size Range 1 - 20	3.88	5	0.00	0	9.09	12	4.41	6	2.27	3	0.74	1
	Class Size Range 21 - 26	41.86	54	26.52	35	26.52	35	45.59	62	65.91	87	44.85	61
	Class Size Range 27 or more	54.26	70	73.48	97	64.39	85	50.00	68	31.82	42	54.41	74
<b>055028</b>	<b>Oaklawn Junior High School</b>												
	Class Size Range 1 - 20	6.96	8	13.43	18	10.77	14	8.80	11	21.48	29	30.77	40
	Class Size Range 21 - 26	23.48	27	29.85	40	53.85	70	36.80	46	54.07	73	62.31	81
	Class Size Range 27 or more	69.57	80	56.72	76	35.38	46	54.40	68	24.44	33	6.92	9

~ = Unavailable Data

**Table 3b: Class Size Characteristics**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055044</b>	<b>Grand Caillou Middle School</b>												
	Class Size Range 1 - 20	18.27	19	20.19	21	20.19	21	13.46	14	16.35	17	12.04	13
	Class Size Range 21 - 26	59.62	62	41.35	43	47.12	49	52.88	55	52.88	55	47.22	51
	Class Size Range 27 or more	22.12	23	38.46	40	32.69	34	33.65	35	30.77	32	40.74	44
<b>District (Middle/Jr. High Schools)</b>													
	Class Size Range 1 - 20	~	~	10.75	108	13.55	136	13.13	132	16.78	172	13.97	163
	Class Size Range 21 - 26	~	~	40.00	402	45.82	460	49.25	495	46.34	475	48.59	567
	Class Size Range 27 or more	~	~	49.25	495	40.64	408	37.61	378	36.88	378	37.45	437
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	16.78	392	17.82	434	18.93	448	20.25	487	23.30	599	20.84	623
	Class Size Range 21 - 26	44.91	1,049	42.46	1,034	44.61	1,056	44.24	1,064	39.52	1,016	43.02	1,286
	Class Size Range 27 or more	38.31	895	39.71	967	36.46	863	35.51	854	37.18	956	36.13	1,080
<b>State (Middle/Jr. High Schools)</b>													
	Class Size Range 1 - 20	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050	27.45	8,168
	Class Size Range 21 - 26	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756	39.66	11,802
	Class Size Range 27 or more	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975	32.90	9,791
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data



**Table 3c: Class Size Characteristics**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055005</b>	<b>Bourgeois, H.L., High School</b>												
	Class Size Range 1 - 20	12.35	21	11.11	19	10.47	18	7.95	14	9.20	16	6.88	17
	Class Size Range 21 - 26	27.06	46	29.24	50	40.12	69	32.39	57	29.31	51	30.77	76
	Class Size Range 27 or more	60.59	103	59.65	102	49.42	85	59.66	105	61.49	107	62.35	154
<b>055013</b>	<b>Ellender Memorial High School</b>												
	Class Size Range 1 - 20	19.58	37	17.74	33	15.26	29	12.17	23	16.18	33	14.96	41
	Class Size Range 21 - 26	38.62	73	40.32	75	38.42	73	36.51	69	34.80	71	31.02	85
	Class Size Range 27 or more	41.80	79	41.94	78	46.32	88	51.32	97	49.02	100	54.01	148
<b>055034</b>	<b>South Terrebonne High School</b>												
	Class Size Range 1 - 20	11.93	21	13.11	24	15.38	28	15.05	28	9.84	24	15.51	38
	Class Size Range 21 - 26	26.14	46	31.69	58	26.92	49	31.18	58	17.62	43	24.08	59
	Class Size Range 27 or more	61.93	109	55.19	101	57.69	105	53.76	100	72.54	177	60.41	148
<b>055036</b>	<b>Terrebonne High School</b>												
	Class Size Range 1 - 20	12.26	19	8.75	14	12.66	20	13.53	23	13.88	29	20.09	46
	Class Size Range 21 - 26	29.03	45	25.00	40	20.25	32	33.53	57	27.27	57	31.44	72
	Class Size Range 27 or more	58.71	91	66.25	106	67.09	106	52.94	90	58.85	123	48.47	111
<b>055045</b>	<b>Genesis-Alternative High School</b>												
	Class Size Range 1 - 20	63.64	28	81.82	36	77.27	34	83.72	36	100.00	48	22.86	8
	Class Size Range 21 - 26	29.55	13	18.18	8	20.45	9	16.28	7	0.00	0	37.14	13
	Class Size Range 27 or more	6.82	3	0.00	0	2.27	1	0.00	0	0.00	0	40.00	14

~ = Unavailable Data

**Table 3c: Class Size Characteristics**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (High Schools)</b>													
	Class Size Range 1 - 20	~	~	16.94	126	17.29	129	16.23	124	17.06	150	14.56	150
	Class Size Range 21 - 26	~	~	31.05	231	31.10	232	32.46	248	25.26	222	29.61	305
	Class Size Range 27 or more	~	~	52.02	387	51.61	385	51.31	392	57.68	507	55.83	575
<b>District (All Schools)</b>													
	Class Size Range 1 - 20	16.78	392	17.82	434	18.93	448	20.25	487	23.30	599	20.84	623
	Class Size Range 21 - 26	44.91	1,049	42.46	1,034	44.61	1,056	44.24	1,064	39.52	1,016	43.02	1,286
	Class Size Range 27 or more	38.31	895	39.71	967	36.46	863	35.51	854	37.18	956	36.13	1,080
<b>State (High Schools)</b>													
	Class Size Range 1 - 20	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900	34.96	17,104
	Class Size Range 21 - 26	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607	32.95	16,121
	Class Size Range 27 or more	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576	32.10	15,704
<b>State (All Schools)</b>													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

# *Part 3. Student Participation*

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Student Attendance .....	3-1
Student Dropouts .....	3-7
Students Suspended and Expelled .....	3-13

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More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *School Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

### Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

*Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).*

### Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

### Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

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## Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Louisiana Department of Education. *Handbook for Louisiana School Administrators (Bulletin 741)*. Baton Rouge, La.: Author.
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## Formulas Used to Calculate Percent of Student Attendance

### School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

### District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

### State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

**Table 4a: Percent of Student Attendance**  
*Elementary Schools*

	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96<sup>2</sup></b>	<b>1996-97</b>	<b>1997-98</b>
055001 Acadian Elementary School	94.49	94.92	94.61	95.33	95.37	95.62
055002 Bayou Black Elementary School	94.64	94.36	95.47	95.76	95.59	94.46
055003 Boudreaux Canal/Little Caillou School	93.86	94.71	94.17	95.53	94.50	95.52
055004 Bourg Elementary School	94.79	95.43	95.58	95.95	95.36	95.44
055006 Broadmoor Elementary School	95.16	95.29	95.35	96.03	96.03	96.09
055008 Coteau-Bayou Blue School	94.07	94.33	94.45	95.53	95.82	95.37
055009 Dularge Elementary School	93.82	93.92	94.11	95.49	95.66	96.19
055011 East Houma Elementary School	93.07	94.56	94.00	94.68	94.68	94.68
055014 Elysian Fields School	92.28	91.92	91.80	94.98	94.17	94.66
055016 Gibson School	94.63	94.76	95.59	95.95	95.09	95.46
055017 Grand Caillou Elementary School	93.33	93.37	92.84	94.55	94.10	94.61
055019 Honduras Elementary School	92.68	93.52	92.85	94.46	93.09	93.76
055023 Lisa Park School	95.74	95.94	95.66	96.56	96.37	96.01
055024 Little Caillou Elementary School	96.01	96.13	Closed	~	~	~
055025 Montegut Elementary School	94.40	95.15	95.41	95.61	94.86	95.03
055027 Mulberry Elementary School	96.54	96.85	96.61	96.95	96.96	97.21
055029 Oakshire Elementary School	94.65	94.50	94.28	95.77	95.89	95.91
055030 Pointe-aux-Chenes Elementary School	94.28	94.46	94.57	96.11	95.33	95.12
055033 Schriever Elementary School	94.09	95.25	95.21	95.70	96.14	95.88
055035 Southdown Elementary School	94.53	94.05	93.18	94.59	95.06	95.08
055038 Upper Little Caillou School	94.77	95.08	95.24	95.67	95.60	96.15
055039 Village East School	93.95	94.05	92.95	94.00	94.57	94.94
055041 West Park Elementary School	94.27	94.17	94.56	95.22	93.73	94.89
<b>District (Elementary Schools)</b>	~	94.66	94.49	95.51	95.33	95.49
<b>District (All Schools)</b>	92.92	92.83	92.28	93.59	93.58	93.94
<b>State (Elementary Schools)</b>	~	95.01	95.21	95.01	95.20	95.01
<b>State (All Schools)</b>	~	93.55	93.64	93.36	93.70	93.40

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 4b: Percent of Student Attendance**  
*Middle/Jr. High Schools*

	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96<sup>2</sup></b>	<b>1996-97</b>	<b>1997-98</b>
055007 Caldwell Middle School	94.56	94.52	94.98	96.09	95.90	96.32
055010 Dularge Middle School	93.26	93.62	93.95	95.66	95.36	95.59
055015 Evergreen Junior High School	91.47	90.73	89.98	92.99	92.73	93.99
055018 Greenwood Middle School	94.70	94.86	94.42	94.58	95.22	95.22
055020 Houma Junior High School	91.02	91.02	89.87	92.09	92.05	93.25
055021 Lacache Middle School	93.54	93.42	93.04	95.02	94.47	94.63
055022 Legion Park School	94.31	92.24	93.53	93.78	94.08	93.29
055026 Montegut Middle School	94.23	94.17	93.19	95.13	94.86	94.45
055028 Oaklawn Junior High School	90.24	89.84	87.73	88.85	89.24	89.61
055044 Grand Caillou Middle School	93.01	93.36	92.16	93.02	92.71	93.53
<b>District (Middle/Jr. High Schools)</b>	~	92.28	91.44	93.14	93.12	93.70
<b>District (All Schools)</b>	92.92	92.83	92.28	93.59	93.58	93.94
<b>State (Middle/Jr. High Schools)</b>	~	92.84	92.72	92.56	93.14	92.69
<b>State (All Schools)</b>	~	93.55	93.64	93.36	93.70	93.40

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 4c: Percent of Student Attendance**  
*High Schools*

	<b>1992-93<sup>1</sup></b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96<sup>2</sup></b>	<b>1996-97</b>	<b>1997-98</b>
055005    Bourgeois, H.L., High School	91.37	90.57	90.81	91.58	91.57	92.44
055013    Ellender Memorial High School	87.10	87.20	86.64	88.24	88.19	90.90
055034    South Terrebonne High School	91.34	91.24	89.48	92.15	92.30	92.67
055036    Terrebonne High School	91.67	89.74	89.15	89.82	91.27	91.35
055045    Genesis-Alternative High School	80.61	81.53	75.34	80.79	78.77	71.69
<b>District (High Schools)</b>	~	89.39	88.49	90.13	90.48	91.08
<b>District (All Schools)</b>	92.92	92.83	92.28	93.59	93.58	93.94
<b>State (High Schools)</b>	~	90.97	91.02	90.62	91.06	90.75
<b>State (All Schools)</b>	~	93.55	93.64	93.36	93.70	93.40

<sup>1</sup> A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data





Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

*According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).*

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

### Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

### Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- 1. *Dropout*—the National Center for Education Statistics (NCES) defines a dropout in the following manner. A school dropout is an individual who was enrolled in school at some time during the previous year, was not enrolled at the beginning of the current school year, had not graduated from high school or completed an approved educational program, and did not meet any of the following exclusionary conditions:
  - Death;
  - Temporary absence due to suspension or illness; or
  - Transfer to another public school district, private school, or state- or district-approved education program.

For the purpose of this definition:

- A school year is the 12-month period of time beginning with the normal opening of school in the fall, with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- An individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- A state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored GED preparation.

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## Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

## Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
- Franklin, B. J. and Crone, L. J. (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

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## Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

### School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

### District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

### State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the State}} \times 100$$

## Table 5: Student Dropouts

		<b>1992-93<sup>1</sup></b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055005</b>	<b>Bourgeois, H.L., High School</b>												
	Grade 9	14.08	10	9.62	10	6.48	7	24.74	47	29.94	50	22.96	31
	Grade 10	3.55	15	5.33	21	2.86	12	9.60	41	10.80	47	10.28	48
	Grade 11	1.20	4	4.86	17	4.19	14	13.94	46	9.14	33	11.01	38
	Grade 12	2.03	6	5.60	15	1.06	3	11.90	30	13.14	36	8.80	25
<b>055007</b>	<b>Caldwell Middle School</b>												
	Grade 7	0.00	0	2.94	4	0.68	1	6.38	9	0.78	1	4.41	6
<b>055010</b>	<b>Dularge Middle School</b>												
	Grade 7	0.00	0	1.47	1	0.00	0	8.20	5	7.69	5	4.05	3
<b>055013</b>	<b>Ellender Memorial High School</b>												
	Grade 9	5.70	27	10.72	46	5.84	30	15.67	81	21.96	112	16.40	81
	Grade 10	6.11	19	8.38	30	7.76	27	12.73	48	16.52	58	13.97	51
	Grade 11	4.25	11	8.23	20	3.65	10	10.95	30	11.53	37	10.84	31
	Grade 12	7.77	16	4.98	11	2.91	6	7.83	18	8.26	19	5.60	15
<b>055015</b>	<b>Evergreen Junior High School</b>												
	Grade 7	0.66	2	6.90	18	0.33	1	6.05	15	6.69	19	4.35	11
	Grade 8	3.24	14	2.99	15	2.77	14	7.07	36	5.02	22	6.13	29
	Grade 9	0.82	3	3.39	13	1.84	8	5.71	21	3.59	13	2.27	8
<b>055018</b>	<b>Greenwood Middle School</b>												
	Grade 7	0.00	0	0.00	0	1.23	1	1.49	1	4.55	3	1.56	1
<b>055020</b>	<b>Houma Junior High School</b>												
	Grade 7	2.03	6	1.40	4	1.78	5	6.16	18	10.20	30	4.69	15
	Grade 8	1.44	7	2.71	14	0.39	2	7.74	37	5.93	29	6.07	29
	Grade 9	2.34	10	5.72	25	4.55	21	7.27	32	6.50	28	3.97	18
<b>055021</b>	<b>Lacache Middle School</b>												
	Grade 7	0.00	0	0.60	1	1.19	2	4.76	7	3.15	4	2.01	3
	Grade 8	1.41	2	0.00	0	0.00	0	4.23	6	2.96	4	2.56	3
<b>055022</b>	<b>Legion Park School</b>												
	Grade 7	0.00	0	1.30	1	0.00	0	5.17	3	3.64	2	3.13	2
<b>055023</b>	<b>Lisa Park School</b>												
	Grade 7	0.00	0	0.00	0	0.00	0	12.24	12	8.75	7	1.54	1
<b>055026</b>	<b>Montegut Middle School</b>												
	Grade 7	0.48	1	1.05	2	2.11	4	2.44	5	4.47	8	3.14	6
	Grade 8	0.63	1	2.98	5	1.08	2	4.35	7	3.83	7	3.64	6

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

## Table 5: Student Dropouts

		<b>1992-93<sup>1</sup></b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055028</b>	<b>Oaklawn Junior High School</b>												
	Grade 7	0.91	4	2.51	11	0.70	3	5.39	23	5.61	23	6.85	28
	Grade 8	1.49	5	3.33	14	1.89	8	6.88	30	8.09	33	4.10	15
<b>055034</b>	<b>South Terrebonne High School</b>												
	Grade 9	7.23	31	7.54	34	2.04	9	9.78	45	18.92	88	12.39	54
	Grade 10	5.11	17	5.97	20	3.14	12	11.39	41	13.85	55	14.29	50
	Grade 11	2.78	7	3.97	11	2.70	7	8.70	24	11.90	32	10.63	32
	Grade 12	1.35	3	2.51	5	1.36	3	7.08	15	7.76	18	9.76	24
<b>055036</b>	<b>Terrebonne High School</b>												
	Grade 9	3.85	3	7.22	7	1.10	1	34.83	31	34.69	34	33.85	22
	Grade 10	1.51	6	3.51	14	0.73	3	14.39	61	14.83	66	10.58	42
	Grade 11	1.95	6	2.08	7	0.00	0	14.71	49	17.72	56	10.11	37
	Grade 12	0.00	0	2.37	6	0.37	1	9.78	27	12.26	38	8.59	25
<b>055044</b>	<b>Grand Caillou Middle School</b>												
	Grade 7	0.79	1	0.78	1	0.74	1	5.30	7	5.04	6	3.57	5
	Grade 8	0.00	0	1.08	1	3.51	4	6.86	7	6.48	7	4.04	4
<b>055045</b>	<b>Genesis-Alternative High School</b>												
	Grade 9	14.29	13	14.43	14	20.90	14	37.63	35	50.00	37	56.18	100
	Grade 10	10.81	8	6.33	5	10.00	7	48.21	27	43.42	33	54.35	50
	Grade 11	0.00	0	6.00	3	6.25	3	40.91	18	40.00	12	43.59	34
	Grade 12	0.00	0	3.13	1	4.26	2	15.63	5	16.22	6	17.86	5

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

## Table 5: Student Dropouts

	<b>1992-93<sup>1</sup></b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District</b>												
<b>Grade 7</b>	0.77	14	2.44	43	0.99	18	5.86	105	6.28	108	4.56	81
<b>Grade 8</b>	1.86	29	2.79	49	1.68	30	6.98	123	5.98	102	5.26	86
<b>Grade 9</b>	5.42	97	8.00	149	4.52	90	14.34	292	17.85	362	15.88	314
<b>Grade 10</b>	4.49	65	6.05	90	3.96	61	13.63	218	15.71	259	14.96	241
<b>Grade 11</b>	2.47	28	4.84	58	2.79	34	13.68	167	13.35	170	12.87	172
<b>Grade 12</b>	2.67	25	4.13	38	1.53	15	9.61	95	10.97	117	8.51	94
<b>Grades 9 - 12</b>	~	~	~	~	~	~	13.21	772	15.09	908	13.62	821
<b>State</b>												
<b>Grade 7</b>	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904	3.44	2,122
<b>Grade 8</b>	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232	4.46	2,519
<b>Grade 9</b>	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245	11.67	7,688
<b>Grade 10</b>	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626	10.53	5,802
<b>Grade 11</b>	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897	9.08	4,161
<b>Grade 12</b>	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605	8.71	3,716
<b>Grades 9 - 12</b>	~	~	~	~	~	~	11.75	24,908	11.53	24,373	10.20	21,367

<sup>1</sup> In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

<sup>2</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



## Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

*Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.*

### Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *School Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

### Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

### Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

*Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.*



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## Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

## Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

## References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

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## Formulas Used to Calculate Percent of Students Suspended, Expelled

### School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

### District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

\*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055001</b>	<b>Acadian Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.22	2	0.00	0
	Suspended (Out of School)	3.50	34	7.54	67	8.05	72	8.05	76	10.09	91	8.25	72
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.10	1	0.22	2	0.11	1	0.00	0	0.11	1	0.00	0
<b>055002</b>	<b>Bayou Black Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.37	2	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	2.99	5	1.58	3	4.11	6	5.00	8
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055003</b>	<b>Boudreaux Canal/Little Caillou School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.42	1	1.52	4
	Suspended (Out of School)	0.52	1	1.63	3	0.61	1	6.50	16	3.77	9	6.06	16
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.42	1	0.00	0
<b>055004</b>	<b>Bourg Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.85	4	0.23	1	3.03	13	4.65	19	4.77	19	2.96	12
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.25	1
<b>055006</b>	<b>Broadmoor Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.48	3
	Suspended (Out of School)	1.57	11	2.89	20	2.96	20	2.81	19	5.21	34	4.82	30
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055008</b>	<b>Coteau-Bayou Blue School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.40	3
	Suspended (Out of School)	6.30	48	7.30	52	7.47	54	7.66	59	9.34	69	7.77	58
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.26	2	0.14	1	0.00	0	0.26	2	0.00	0	0.13	1

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055009</b>	<b>Dularge Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.57	2	0.90	3	1.25	4	0.30	1	1.05	3	1.86	5
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055011</b>	<b>East Houma Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.78	4
	Suspended (Out of School)	11.11	60	12.36	65	4.14	20	8.50	48	10.65	54	6.26	32
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.37	2	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055014</b>	<b>Elysian Fields School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	27.93	155	29.51	175
	Suspended (Out of School)	19.72	126	26.26	167	20.66	125	16.29	94	21.62	120	24.62	146
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	1.73	11	0.33	2	0.69	4	0.72	4	0.17	1
<b>055016</b>	<b>Gibson School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.45	4	1.11	3
	Suspended (Out of School)	4.47	14	6.07	19	13.71	41	5.74	17	11.23	31	14.76	40
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055017</b>	<b>Grand Caillou Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	1.02	5	1.59	8	3.75	19	3.68	21	2.57	13	2.86	14
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.40	2	0.00	0	0.00	0	0.00	0	0.00	0
<b>055019</b>	<b>Honduras Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.23	1
	Suspended (Out of School)	11.04	51	12.16	54	17.73	78	11.32	48	8.60	37	6.47	28
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.43	2	0.00	0	0.23	1	0.00	0	0.00	0	0.00	0

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055023</b>	<b>Lisa Park School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.14	1	0.27	2
	Suspended (Out of School)	1.07	8	3.67	28	2.79	21	2.66	19	2.95	21	2.33	17
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.13	1	0.00	0	0.00	0	0.14	1
<b>055024</b>	<b>Little Caillou Elementary School</b>												
	Suspended (Out of School)	6.50	8	1.10	1	Closed	Closed	~	~	~	~	~	~
	Expelled (Out of School)	0.00	0	0.00	0	Closed	Closed	~	~	~	~	~	~
<b>055025</b>	<b>Montegut Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.61	4	0.00	0
	Suspended (Out of School)	0.46	1	0.92	2	1.61	4	1.77	5	2.02	5	1.63	4
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055027</b>	<b>Mulberry Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.88	6
	Suspended (Out of School)	0.58	4	1.32	9	1.33	9	1.39	10	1.93	14	1.18	8
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055029</b>	<b>Oakshire Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.42	3
	Suspended (Out of School)	6.07	41	7.46	50	8.19	58	5.44	38	3.11	20	4.61	33
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.15	1	0.00	0	0.00	0	0.00	0	0.00	0
<b>055030</b>	<b>Pointe-aux-Chenes Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.60	1
	Suspended (Out of School)	1.20	3	4.42	10	2.67	6	4.74	11	11.00	22	6.55	11
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055033</b>	<b>Schriever Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.15	1	0.00	0
	Suspended (Out of School)	2.49	15	3.25	20	1.86	12	1.66	11	3.08	20	3.04	20
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.17	1	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055035</b>	<b>Southdown Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	9.17	56	13.46	86
	Suspended (Out of School)	19.19	133	20.54	144	14.91	106	17.38	122	12.93	79	18.00	115
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.14	1	0.29	2	0.42	3	0.00	0	0.16	1	0.00	0
<b>055038</b>	<b>Upper Little Caillou School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	2.44	15	2.90	18	2.24	14	3.38	22	5.29	29	2.33	12
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
<b>055039</b>	<b>Village East School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	20.08	107	15.52	86
	Suspended (Out of School)	17.23	107	21.35	130	21.02	120	18.97	99	19.51	104	20.40	113
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.48	3	0.82	5	0.88	5	0.77	4	0.38	2	0.90	5
<b>055041</b>	<b>West Park Elementary School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.91	8	3.44	14
	Suspended (Out of School)	3.55	15	5.20	21	5.15	22	7.69	34	12.92	54	8.35	34
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.24	1	0.00	0

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6a: Students Suspended and Expelled**  
*Elementary Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Elementary Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	3.32	338	3.81	389
	Suspended (Out of School)	~	~	8.63	892	7.97	824	7.14	774	8.26	840	7.95	812
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.23	24	0.13	13	0.09	10	0.10	10	0.09	9
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	11.60	2,469	2.27	488
	Suspended (Out of School)	12.71	2,694	14.92	3,174	15.10	3,255	13.09	2,884	14.50	3,086	14.76	3,179
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.43	92	0.47	99	0.54	116	0.77	169	0.82	175	0.82	177
<b>State<sup>1</sup> (Elementary Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	2.17	8,584	3.07	11,949
	Suspended (Out of School)	~	~	~	~	~	~	~	~	4.26	16,806	4.83	18,811
	Expelled (In School)	~	~	~	~	~	~	~	~	0.01	34	0.01	37
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.08	311	0.11	425
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6b: Students Suspended and Expelled**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055007</b>	<b>Caldwell Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	14.14	83	15.28	92	13.54	80	9.89	56	14.44	78	15.84	93
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.17	1	0.17	1	0.34	2	0.00	0	0.00	0	0.17	1
<b>055010</b>	<b>Dularge Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.36	1	1.83	5
	Suspended (Out of School)	15.53	50	16.61	50	11.55	32	9.16	24	13.67	38	16.85	46
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.31	1	0.00	0	0.36	1	0.00	0	0.00	0	0.37	1
<b>055015</b>	<b>Evergreen Junior High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	16.90	183	0.09	1
	Suspended (Out of School)	22.45	247	22.41	257	23.39	291	12.75	143	17.17	186	19.67	212
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.45	16	2.01	23	2.49	31	2.23	25	2.31	25	0.83	9
<b>055018</b>	<b>Greenwood Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	10.73	28	11.49	27	16.31	38	20.87	43	8.81	20	16.80	41
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.43	1	0.97	2	0.00	0	0.00	0
<b>055020</b>	<b>Houma Junior High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	29.58	352	0.08	1
	Suspended (Out of School)	21.16	256	20.48	254	22.65	284	24.16	288	21.01	250	20.08	248
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.16	14	0.97	12	1.12	14	2.10	25	1.51	18	2.75	34
<b>055021</b>	<b>Lacache Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.60	3	0.40	2
	Suspended (Out of School)	7.51	44	10.55	61	9.12	50	11.81	60	14.06	70	16.83	85
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.34	2	0.35	2	0.36	2	0.20	1	0.40	2	0.99	5

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6b: Students Suspended and Expelled**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055022</b>	<b>Legion Park School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.32	1
	Suspended (Out of School)	27.74	91	31.96	109	28.48	92	30.54	91	8.95	28	16.72	52
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.59	2	0.31	1	0.34	1	0.64	2	0.32	1
<b>055026</b>	<b>Montegut Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	8.26	62	7.85	61
	Suspended (Out of School)	12.42	98	13.60	108	13.12	106	15.33	117	18.24	137	15.06	117
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.13	1	0.13	1	0.87	7	1.05	8	1.60	12	1.29	10
<b>055028</b>	<b>Oaklawn Junior High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	38.07	311	0.00	0
	Suspended (Out of School)	25.29	196	27.71	238	28.29	241	26.49	227	34.03	278	28.91	222
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.90	7	1.28	11	0.82	7	1.98	17	2.45	20	3.78	29
<b>055044</b>	<b>Grand Caillou Middle School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	2.71	16	1.83	11
	Suspended (Out of School)	17.37	99	15.10	87	21.39	132	22.17	133	21.32	126	19.44	117
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.18	1	0.00	0	0.32	2	2.50	15	1.18	7	0.83	5

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



**Table 6b: Students Suspended and Expelled**  
*Middle/Jr. High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (Middle/Jr. High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	15.07	923	1.32	82
	Suspended (Out of School)	~	~	20.53	1,283	21.22	1,346	18.42	1,167	19.48	1,193	19.70	1,220
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.83	52	1.07	68	1.48	94	1.40	86	1.53	95
<b>District (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	11.60	2,469	2.27	488
	Suspended (Out of School)	12.71	2,694	14.92	3,174	15.10	3,255	13.09	2,884	14.50	3,086	14.76	3,179
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.43	92	0.47	99	0.54	116	0.77	169	0.82	175	0.82	177
<b>State<sup>1</sup> (Middle/Jr. High Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.03	14,670	14.53	21,148
	Suspended (Out of School)	~	~	~	~	~	~	~	~	16.40	23,990	18.26	26,576
	Expelled (In School)	~	~	~	~	~	~	~	~	0.16	234	0.31	448
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.87	1,269	1.12	1,629
<b>State<sup>1</sup> (All Schools)</b>													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6c: Students Suspended and Expelled**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055005</b>	<b>Bourgeois, H.L., High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	23.72	287	0.16	2
	Suspended (Out of School)	14.38	161	16.58	185	19.65	225	21.54	255	21.98	266	23.06	280
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.27	3	0.36	4	0.52	6	1.44	17	1.49	18	1.40	17
<b>055013</b>	<b>Ellender Memorial High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	28.52	391	0.71	10
	Suspended (Out of School)	19.04	238	21.50	269	25.19	338	22.52	311	24.43	335	24.93	350
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.96	12	0.48	6	0.75	10	1.23	17	0.95	13	1.21	17
<b>055034</b>	<b>South Terrebonne High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	20.83	276	0.08	1
	Suspended (Out of School)	18.35	227	22.50	284	21.11	275	16.71	217	17.43	231	18.52	245
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.89	11	0.48	6	0.15	2	1.39	18	1.58	21	1.51	20
<b>055036</b>	<b>Terrebonne High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	22.37	257	0.36	4
	Suspended (Out of School)	13.69	140	19.43	211	20.42	231	11.80	131	17.67	203	21.06	235
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.39	4	0.37	4	0.71	8	0.54	6	1.48	17	0.63	7
<b>055045</b>	<b>Genesis-Alternative High School</b>												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.95	4	0.00	0
	Suspended (Out of School)	12.00	30	19.38	50	6.90	16	23.66	53	22.44	46	20.98	77
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	2.80	7	1.16	3	3.88	9	3.13	7	4.88	10	3.27	12

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 6c: Students Suspended and Expelled**  
*High Schools*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>2</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District (High Schools)</b>													
Suspended (In School)		~	~	~	~	~	~	~	~	23.63	1,211	0.32	17
Suspended (Out of School)		~	~	21.30	999	22.27	1,085	18.98	957	20.75	1,063	22.13	1,165
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		~	~	0.49	23	0.72	35	1.29	65	1.54	79	1.39	73
<b>District (All Schools)</b>													
Suspended (In School)		~	~	~	~	~	~	~	~	11.60	2,469	2.27	488
Suspended (Out of School)		12.71	2,694	14.92	3,174	15.10	3,255	13.09	2,884	14.50	3,086	14.76	3,179
Expelled (In School)		~	~	~	~	~	~	~	~	0.00	0	0.00	0
Expelled (Out of School)		0.43	92	0.47	99	0.54	116	0.77	169	0.82	175	0.82	177
<b>State<sup>1</sup> (High Schools)</b>													
Suspended (In School)		~	~	~	~	~	~	~	~	8.67	19,412	11.97	26,592
Suspended (Out of School)		~	~	~	~	~	~	~	~	15.72	35,175	15.80	35,108
Expelled (In School)		~	~	~	~	~	~	~	~	0.11	254	0.23	512
Expelled (Out of School)		~	~	~	~	~	~	~	~	0.80	1,797	0.80	1,775
<b>State<sup>1</sup> (All Schools)</b>													
Suspended (In School)		~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
Suspended (Out of School)		~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
Expelled (In School)		~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
Expelled (Out of School)		~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

<sup>1</sup> Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

<sup>2</sup> Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

# *Part 4. Student Achievement*

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Reading Level Evaluation Results.....	4-1
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# Reading Level Evaluation Results

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The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, this is not an easy task for some children due to a variety of reasons. These children require high quality preschool and kindergarten programs and excellent primary instruction that emphasize language and literacy skills. Act 450 of the 1997 Legislative Session required each second and third grade teacher to report the number of students reading below grade level within the first thirty days of school.

## Organization

Tables 7a and 7b present Reading Level Evaluation Results for grades 2 and 3 respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each school in the district receiving a *School Report Card*, with schools listed in site code order. District and state results are presented for comparison purposes. Please use caution when comparing, as each district was permitted to select its own assessment instrument(s).

## Definition

The following students were evaluated and included in the assessment results:

- All regular education students enrolled as of October 1, 1997;
- All special education students whose IEP designate that they are in a specially designed, regular instructional program;
- All Limited English Proficient (LEP) students who were enrolled in and completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- Students in alternative programs or placements who are addressing regular curriculum standards; and
- All disabled students according to Section 504.

## Assessment Instruments

Each teacher used one of the following types of assessment instruments:

- Basal reading test
- Informal reading inventory
- Computerized reading inventory
- Other standardized tests, such as norm-referenced tests, criterion-referenced tests, etc.

## Data Presentation: *School Report Card*

The *1997-98 School Report Cards* present school-level count and percent of students reading below, on, and above their grade levels for grades 2 and 3.

## Method of Calculation

The formula used to compute the percents of students reading below, on, and above their grade levels is presented on the following page.

## Data Sources

The Reading Level data is based on district-reported data submitted to the Louisiana Department of Education, Division of School Standards, Accountability and Assistance.

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**Formula Used to Calculate Percent of Students Reading Below, On, and Above Their Grade Levels**

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Below} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Below Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading On} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading On Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Above} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Above Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055001</b>	<b>Acadian Elementary School</b>												
	Students Assessed		~		~		~		~		~		141
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.33	47
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.43	57
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.24	37
<b>055002</b>	<b>Bayou Black Elementary School</b>												
	Students Assessed		~		~		~		~		~		32
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.00	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.63	13
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.38	11
<b>055003</b>	<b>Boudreaux Canal/Little Caillou School</b>												
	Students Assessed		~		~		~		~		~		29
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.24	5
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.93	11
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.83	13
<b>055004</b>	<b>Bourg Elementary School</b>												
	Students Assessed		~		~		~		~		~		73
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.29	17
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.21	33
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.51	23
<b>055006</b>	<b>Broadmoor Elementary School</b>												
	Students Assessed		~		~		~		~		~		75
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.67	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.00	24
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	49.33	37
<b>055008</b>	<b>Coteau-Bayou Blue School</b>												
	Students Assessed		~		~		~		~		~		93
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.56	34
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.63	35
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.81	24

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055009</b>	<b>Dularge Elementary School</b>												
	Students Assessed		~		~		~		~		~		65
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.00	13
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.15	30
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.85	22
<b>055011</b>	<b>East Houma Elementary School</b>												
	Students Assessed		~		~		~		~		~		127
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	54.33	69
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.56	35
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.11	23
<b>055016</b>	<b>Gibson School</b>												
	Students Assessed		~		~		~		~		~		41
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.15	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.02	16
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.83	11
<b>055017</b>	<b>Grand Caillou Elementary School</b>												
	Students Assessed		~		~		~		~		~		136
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.97	53
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.71	54
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.32	29
<b>055019</b>	<b>Honduras Elementary School</b>												
	Students Assessed		~		~		~		~		~		85
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.71	38
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.65	32
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.65	15
<b>055023</b>	<b>Lisa Park School</b>												
	Students Assessed		~		~		~		~		~		79
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.46	13
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.91	26
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.63	40

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data



**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055025</b>	<b>Montegut Elementary School</b>												
	Students Assessed		~		~		~		~		~		52
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.23	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	63.46	33
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.31	9
<b>055027</b>	<b>Mulberry Elementary School</b>												
	Students Assessed		~		~		~		~		~		102
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.71	15
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.37	32
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	53.92	55
<b>055029</b>	<b>Oakshire Elementary School</b>												
	Students Assessed		~		~		~		~		~		78
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.92	21
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.31	33
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.77	24
<b>055030</b>	<b>Pointe-aux-Chenes Elementary School</b>												
	Students Assessed		~		~		~		~		~		28
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.86	5
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	57.14	16
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.00	7
<b>055033</b>	<b>Schriever Elementary School</b>												
	Students Assessed		~		~		~		~		~		145
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.76	33
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.83	65
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.41	47
<b>055035</b>	<b>Southdown Elementary School</b>												
	Students Assessed		~		~		~		~		~		73
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.27	44
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.03	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.70	10

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7a: Reading Level Evaluation Results - Grade 2**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055038</b>	<b>Upper Little Caillou School</b>												
	Students Assessed		~		~		~		~		~		93
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.05	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.26	30
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	52.69	49
<b>055041</b>	<b>West Park Elementary School</b>												
	Students Assessed		~		~		~		~		~		89
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.82	39
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.46	28
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.72	22
<b>District</b>													
	Students Assessed		~		~		~		~		~		1,636
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.93	506
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.02	622
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.05	508
<b>State (Public)</b>													
	Students Assessed		~		~		~		~		~		58,692
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	25,518
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.09	21,767
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.44	11,407

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055001</b>	<b>Acadian Elementary School</b>												
	Students Assessed		~		~		~		~		~		153
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.48	65
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.80	41
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.72	47
<b>055002</b>	<b>Bayou Black Elementary School</b>												
	Students Assessed		~		~		~		~		~		23
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	10
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.04	3
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	10
<b>055003</b>	<b>Boudreaux Canal/Little Caillou School</b>												
	Students Assessed		~		~		~		~		~		26
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.62	9
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.46	10
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.92	7
<b>055004</b>	<b>Bourg Elementary School</b>												
	Students Assessed		~		~		~		~		~		80
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.25	29
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.00	16
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.75	35
<b>055006</b>	<b>Broadmoor Elementary School</b>												
	Students Assessed		~		~		~		~		~		73
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.92	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.55	15
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	57.53	42
<b>055008</b>	<b>Coteau-Bayou Blue School</b>												
	Students Assessed		~		~		~		~		~		89
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.94	40
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.35	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.71	30

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055009 Dularge Elementary School</b>													
	Students Assessed		~		~		~		~		~		70
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	35
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.57	20
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.43	15
<b>055016 Gibson School</b>													
	Students Assessed		~		~		~		~		~		41
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.34	19
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	29.27	12
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.39	10
<b>055017 Grand Caillou Elementary School</b>													
	Students Assessed		~		~		~		~		~		102
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	59.80	61
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.59	21
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.61	20
<b>055019 Honduras Elementary School</b>													
	Students Assessed		~		~		~		~		~		73
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	56.16	41
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.81	13
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.03	19
<b>055023 Lisa Park School</b>													
	Students Assessed		~		~		~		~		~		76
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.37	17
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.63	21
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	38
<b>055025 Montegut Elementary School</b>													
	Students Assessed		~		~		~		~		~		52
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.08	25
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.23	10
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.69	17

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055027</b>	<b>Mulberry Elementary School</b>												
	Students Assessed		~		~		~		~		~		100
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.00	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.00	18
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	66.00	66
<b>055029</b>	<b>Oakshire Elementary School</b>												
	Students Assessed		~		~		~		~		~		72
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.61	35
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.67	12
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.72	25
<b>055030</b>	<b>Pointe-aux-Chenes Elementary School</b>												
	Students Assessed		~		~		~		~		~		34
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.06	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.29	12
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.65	6
<b>055033</b>	<b>Schriever Elementary School</b>												
	Students Assessed		~		~		~		~		~		141
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.84	59
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.50	43
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.66	39
<b>055035</b>	<b>Southdown Elementary School</b>												
	Students Assessed		~		~		~		~		~		67
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	68.66	46
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.90	14
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.45	7
<b>055038</b>	<b>Upper Little Caillou School</b>												
	Students Assessed		~		~		~		~		~		90
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.78	34
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.67	24
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.56	32

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

**Table 7b: Reading Level Evaluation Results - Grade 3**  
*Number and Percent of Students Reading Below, On, or Above Grade Level*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98<sup>1</sup></b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055039 Village East School</b>													
	Students Assessed		~		~		~		~		~		134
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	58.21	78
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.12	35
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.67	21
<b>055041 West Park Elementary School</b>													
	Students Assessed		~		~		~		~		~		78
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.31	33
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.90	28
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.79	17
<b>District</b>													
	Students Assessed		~		~		~		~		~		1,574
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.46	684
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.59	387
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.96	503
<b>State (Public)</b>													
	Students Assessed		~		~		~		~		~		56,800
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.00	21,585
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.23	23,989
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.76	11,226

<sup>1</sup> Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

## Criterion-referenced Test (CRT) Results

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Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

### Organization

Tables 8a - 8c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 8d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *School Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

### Data Presentation: *School Report Cards*

The *1997-98 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

### Definition

*Criterion-referenced tests (CRTs)*—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

### Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

**Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055001</b>	<b>Acadian Elementary School</b>												
	Language Arts	95	118	100	115	95	107	94	145	87	141	90	145
	Mathematics	97	117	97	115	94	107	94	145	86	139	94	142
<b>055002</b>	<b>Bayou Black Elementary School</b>												
	Language Arts	100	20	100	16	97	38	90	21	93	30	100	19
	Mathematics	100	19	100	16	89	38	76	21	90	30	100	19
<b>055003</b>	<b>Boudreaux Canal/Little Caillou School</b>												
	Language Arts	96	24	100	32	79	33	~	~	98	42	100	25
	Mathematics	96	23	100	32	85	33	~	~	95	42	92	25
<b>055004</b>	<b>Bourg Elementary School</b>												
	Language Arts	100	76	99	73	94	88	96	78	95	60	93	76
	Mathematics	100	77	99	73	94	88	99	78	97	60	96	76
<b>055006</b>	<b>Broadmoor Elementary School</b>												
	Language Arts	95	76	95	84	98	80	95	87	98	88	96	74
	Mathematics	97	76	95	83	91	79	95	86	93	88	97	73
<b>055008</b>	<b>Coteau-Bayou Blue School</b>												
	Language Arts	99	71	99	81	94	82	90	77	97	77	93	91
	Mathematics	97	70	97	79	99	78	96	77	91	76	95	91
<b>055009</b>	<b>Dularge Elementary School</b>												
	Language Arts	98	60	98	58	95	73	96	52	91	56	98	62
	Mathematics	97	59	95	58	84	73	98	52	95	55	100	62
<b>055016</b>	<b>Gibson School</b>												
	Language Arts	96	48	100	32	98	43	100	53	100	47	91	44
	Mathematics	98	47	94	31	98	43	92	53	98	47	86	44
<b>055017</b>	<b>Grand Caillou Elementary School</b>												
	Language Arts	98	84	96	92	98	91	95	104	97	94	92	106
	Mathematics	100	83	99	92	99	89	97	102	97	94	91	106
<b>055019</b>	<b>Honduras Elementary School</b>												
	Language Arts	97	69	90	69	90	84	97	61	92	66	89	75
	Mathematics	94	69	88	67	86	83	98	59	95	64	92	74
<b>055023</b>	<b>Lisa Park School</b>												
	Language Arts	99	74	100	76	100	65	100	74	98	83	99	76
	Mathematics	100	74	99	76	100	65	100	73	99	83	97	76

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data



**Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055025</b>	<b>Montegut Elementary School</b>												
	Language Arts	100	42	100	27	100	41	98	51	100	55	96	49
	Mathematics	100	42	100	27	100	40	96	51	100	55	98	48
<b>055027</b>	<b>Mulberry Elementary School</b>												
	Language Arts	99	81	99	99	100	81	98	86	100	88	100	98
	Mathematics	96	81	99	99	100	80	97	86	98	87	99	98
<b>055029</b>	<b>Oakshire Elementary School</b>												
	Language Arts	95	57	94	65	96	79	95	62	95	87	97	70
	Mathematics	96	57	95	65	96	79	94	62	98	87	94	70
<b>055030</b>	<b>Pointe-aux-Chenes Elementary School</b>												
	Language Arts	97	35	100	41	96	25	92	49	94	32	88	33
	Mathematics	100	35	95	41	100	25	94	49	91	32	94	33
<b>055033</b>	<b>Schriever Elementary School</b>												
	Language Arts	94	112	99	109	98	125	99	111	95	130	93	141
	Mathematics	95	111	98	107	99	123	93	110	96	130	90	141
<b>055035</b>	<b>Southdown Elementary School</b>												
	Language Arts	90	61	86	78	89	61	84	56	88	50	82	62
	Mathematics	92	61	88	77	85	60	80	55	82	50	79	62
<b>055038</b>	<b>Upper Little Caillou School</b>												
	Language Arts	98	85	99	88	97	101	96	107	99	97	99	82
	Mathematics	95	85	99	88	99	100	95	107	99	98	98	84
<b>055039</b>	<b>Village East School</b>												
	Language Arts	96	105	93	90	98	92	95	104	89	116	90	131
	Mathematics	98	105	93	88	97	91	96	104	94	116	89	130
<b>055041</b>	<b>West Park Elementary School</b>												
	Language Arts	100	52	94	70	96	72	90	77	87	61	88	77
	Mathematics	100	52	93	69	88	72	91	76	90	61	92	77
<b>District</b>													
	Language Arts	97	1,350	97	1,395	96	1,461	95	1,496	94	1,501	93	1,536
	Mathematics	97	1,343	96	1,383	94	1,446	95	1,487	94	1,495	93	1,531
<b>State</b>													
	Language Arts	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926	90	56,711
	Mathematics	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792	88	56,534

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055003</b>	<b>Boudreaux Canal/Little Caillou School</b>												
	Language Arts	~	~	~	~	~	~	~	~	95	22	92	39
	Mathematics	~	~	~	~	~	~	~	~	100	22	92	39
<b>055006</b>	<b>Broadmoor Elementary School</b>												
	Language Arts	100	83	100	75	100	72	99	77	97	86	97	73
	Mathematics	96	83	100	75	100	72	97	78	98	86	100	73
<b>055007</b>	<b>Caldwell Middle School</b>												
	Language Arts	99	131	96	125	96	105	95	120	95	128	92	131
	Mathematics	92	131	98	125	99	105	96	120	96	128	97	131
<b>055008</b>	<b>Coteau-Bayou Blue School</b>												
	Language Arts	95	93	96	73	100	73	98	95	95	85	98	84
	Mathematics	97	93	92	72	97	72	99	94	93	85	96	84
<b>055010</b>	<b>Dularge Middle School</b>												
	Language Arts	91	66	96	55	98	59	92	63	91	64	94	54
	Mathematics	94	66	96	55	97	59	98	63	100	64	100	54
<b>055014</b>	<b>Elysian Fields School</b>												
	Language Arts	96	204	96	192	98	169	95	175	97	178	91	217
	Mathematics	97	201	99	192	98	168	98	175	99	177	94	216
<b>055018</b>	<b>Greenwood Middle School</b>												
	Language Arts	99	69	100	60	100	60	91	56	98	83	94	71
	Mathematics	91	69	95	60	98	60	98	56	98	83	96	71
<b>055021</b>	<b>Lacache Middle School</b>												
	Language Arts	95	106	96	100	96	76	93	99	88	107	96	98
	Mathematics	97	106	96	100	92	76	95	97	88	107	96	98
<b>055022</b>	<b>Legion Park School</b>												
	Language Arts	93	56	97	62	93	42	83	70	82	61	74	68
	Mathematics	84	55	92	62	88	42	74	70	84	61	87	68
<b>055023</b>	<b>Lisa Park School</b>												
	Language Arts	100	81	99	86	100	82	99	74	95	86	98	83
	Mathematics	99	80	98	86	99	82	99	74	100	86	99	83
<b>055024</b>	<b>Little Caillou Elementary School</b>												
	Language Arts	100	30	96	23	Closed	Closed	~	~	~	~	~	~
	Mathematics	93	30	100	23	Closed	Closed	~	~	~	~	~	~

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055026</b>	<b>Montegut Middle School</b>												
	Language Arts	99	143	99	173	100	136	99	149	98	148	92	165
	Mathematics	100	141	100	172	100	136	100	148	100	154	95	164
<b>055027</b>	<b>Mulberry Elementary School</b>												
	Language Arts	97	88	100	84	100	79	98	101	98	98	99	78
	Mathematics	98	88	100	84	97	79	99	100	98	98	99	78
<b>055029</b>	<b>Oakshire Elementary School</b>												
	Language Arts	99	73	96	90	100	66	93	69	92	89	93	71
	Mathematics	95	73	87	90	98	66	99	69	97	89	99	71
<b>055035</b>	<b>Southdown Elementary School</b>												
	Language Arts	82	57	85	60	84	51	87	71	79	58	80	54
	Mathematics	84	57	90	60	90	51	87	71	81	58	83	54
<b>055039</b>	<b>Village East School</b>												
	Language Arts	98	112	96	110	96	90	92	96	91	103	82	106
	Mathematics	99	112	98	110	97	90	96	94	97	103	87	106
<b>055044</b>	<b>Grand Caillou Middle School</b>												
	Language Arts	100	83	93	97	99	84	94	107	93	107	87	107
	Mathematics	100	82	98	97	99	84	99	107	96	107	93	107
<b>District</b>													
	Language Arts	97	1,475	96	1,465	98	1,267	94	1,441	94	1,503	91	1,499
	Mathematics	96	1,467	97	1,463	97	1,265	96	1,434	96	1,508	95	1,497
<b>State</b>													
	Language Arts	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617	85	55,793
	Mathematics	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637	88	55,716

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055007</b>	<b>Caldwell Middle School</b>												
	Language Arts	97	113	100	115	97	105	98	123	94	119	94	111
	Mathematics	96	113	98	115	94	105	95	123	94	118	94	111
<b>055010</b>	<b>Dularge Middle School</b>												
	Language Arts	96	76	97	59	96	56	100	57	95	56	97	61
	Mathematics	93	76	92	59	95	56	95	57	91	56	100	61
<b>055015</b>	<b>Evergreen Junior High School</b>												
	Language Arts	93	214	93	192	91	207	91	193	91	221	92	210
	Mathematics	85	213	84	192	83	207	83	192	71	221	87	208
<b>055018</b>	<b>Greenwood Middle School</b>												
	Language Arts	100	78	98	58	100	63	97	60	100	56	98	57
	Mathematics	99	76	98	58	98	63	100	60	98	56	100	56
<b>055020</b>	<b>Houma Junior High School</b>												
	Language Arts	94	186	92	181	96	170	93	203	94	200	88	242
	Mathematics	90	185	90	180	91	172	88	206	80	200	79	236
<b>055021</b>	<b>Lacache Middle School</b>												
	Language Arts	94	139	93	135	93	131	95	131	91	116	97	122
	Mathematics	95	139	93	135	89	129	92	131	92	116	92	122
<b>055022</b>	<b>Legion Park School</b>												
	Language Arts	82	45	92	63	98	53	98	47	96	45	94	54
	Mathematics	71	45	78	63	87	53	85	47	91	44	83	54
<b>055023</b>	<b>Lisa Park School</b>												
	Language Arts	98	61	100	71	100	66	100	78	100	69	100	61
	Mathematics	100	61	99	71	95	65	99	78	100	69	98	61
<b>055026</b>	<b>Montegut Middle School</b>												
	Language Arts	98	162	99	153	99	148	97	178	97	152	97	153
	Mathematics	98	163	97	152	98	147	94	177	90	149	93	153
<b>055028</b>	<b>Oaklawn Junior High School</b>												
	Language Arts	90	331	93	275	95	281	95	317	92	297	87	285
	Mathematics	87	327	94	278	91	275	90	315	87	297	86	279
<b>055044</b>	<b>Grand Caillou Middle School</b>												
	Language Arts	93	98	95	97	99	90	95	101	99	90	95	107
	Mathematics	95	99	100	97	99	89	97	98	94	88	96	107

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7**  
*Percent of Students Passing and Number of Students Tested*

	<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District</b>												
Language Arts	94	1,503	95	1,399	96	1,370	95	1,488	94	1,421	93	1,463
Mathematics	91	1,497	93	1,400	92	1,361	91	1,484	87	1,414	89	1,448
<b>State</b>												
Language Arts	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041	85	57,215
Mathematics	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823	79	57,055

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8d: Graduate Exit Examination (GEE) Results**  
*Percent of Students Passing and Number of Students Tested*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055005</b>	<b>Bourgeois, H.L., High School</b>												
	Language Arts	92	309	94	266	92	275	88	307	86	318	89	351
	Mathematics	85	305	80	263	82	277	73	303	73	315	69	350
	Written Composition	91	299	93	254	98	264	93	281	96	301	93	343
	Science	89	232	90	264	88	232	83	266	87	276	87	255
	Social Studies	96	233	93	263	92	233	91	264	94	277	97	255
<b>055013</b>	<b>Ellender Memorial High School</b>												
	Language Arts	96	182	91	221	94	195	93	255	94	219	91	235
	Mathematics	88	187	87	220	88	191	76	256	89	223	71	235
	Written Composition	93	183	84	219	98	196	94	251	99	218	95	238
	Science	88	181	96	184	89	195	84	177	89	239	88	204
	Social Studies	89	181	92	182	87	195	91	176	94	231	92	203
<b>055034</b>	<b>South Terrebonne High School</b>												
	Language Arts	97	242	94	210	92	244	89	250	89	255	96	249
	Mathematics	86	239	87	209	83	241	74	246	69	251	65	251
	Written Composition	93	235	94	202	96	238	95	251	94	240	96	244
	Science	93	182	94	217	95	177	89	190	93	179	87	216
	Social Studies	89	189	88	219	91	179	92	189	90	176	87	218
<b>055036</b>	<b>Terrebonne High School</b>												
	Language Arts	94	296	93	281	93	294	90	267	90	303	90	336
	Mathematics	88	297	88	288	85	295	87	268	76	304	79	335
	Written Composition	90	287	90	279	98	292	94	267	96	297	92	332
	Science	87	252	92	264	89	257	84	268	85	240	86	268
	Social Studies	87	252	84	262	92	256	89	271	90	236	88	268
<b>055045</b>	<b>Genesis-Alternative High School</b>												
	Language Arts	67	15	39	23	46	13	56	9	64	39	50	38
	Mathematics	47	15	23	22	54	13	40	10	49	39	22	36
	Written Composition	73	11	79	19	78	9	100	6	87	31	85	27
	Science	64	22	77	13	59	17	50	20	83	12	63	24
	Social Studies	42	19	50	14	47	17	50	20	58	12	43	21

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

**Table 8d: Graduate Exit Examination (GEE) Results**  
*Percent of Students Passing and Number of Students Tested*

	<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96<sup>1</sup></b>		<b>1996-97</b>		<b>1997-98</b>	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>District</b>												
Language Arts	94	1,044	92	1,001	92	1,021	90	1,088	89	1,134	90	1,209
Mathematics	86	1,043	84	1,002	84	1,017	77	1,083	75	1,132	70	1,207
Written Composition	92	1,015	90	973	98	999	94	1,056	96	1,087	94	1,184
Science	88	869	93	942	89	878	84	921	88	946	86	967
Social Studies	89	874	89	940	90	880	90	920	92	932	90	965
<b>State</b>												
Language Arts	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342	87	46,128
Mathematics	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307	76	46,004
Written Composition	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983	95	44,944
Science	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423	84	40,021
Social Studies	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407	88	39,891

<sup>1</sup> Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data





## Norm-referenced Test (NRT) Results

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The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the *California Achievement Test (CAT)* Form F, and from 1993 to 1997, Louisiana's NRT was the CAT/5. In 1997, the Iowa Tests were adopted for first administration in the spring of 1998. At grades 4, 6, and 8, the *Iowa Tests of Basic Skills (ITBS)* were administered and at grades 9, 10, and 11, the *Iowa Tests of Educational Development (ITED)* were administered.

ITBS consists of thirteen tests in the subject areas of reading, language, mathematics, social studies, science, and sources of information. The Mathematics Computation test was administered only at grade 4; Mathematics Computation is not used to calculate the Math Total, Core Total, nor the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total. The NRT data tables for grades 4, 6, and 8 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

ITED consists of seven tests: Vocabulary, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Ability to Interpret Literacy Materials, Analysis of Social Studies Materials, Analysis of Science Materials, and Use of Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests. The NRT data tables for grades 9, 10, and 11 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

These test are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring accommodations to the standardization administration procedures.

### Organization

Tables 9a to 9f present 1997-98 NRT results for grades 4, 6, 8, 9, 10, and 11, respectively. Test results are presented for all schools in the district receiving a *School Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quartile 4*--the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.
- *Quartile 3*--the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2*-- the percent of students who scored between the 25th and 49th national percentiles.
- *Quartile 1*--the percent of students who scored between the 1st and 24th national percentiles.
- *Percentile Rank of the Average Standard Score for the National Student Norms*-- percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

### Data Presentation: *School Report Card*

The 1997-98 *School Report Cards* present percentile rank of the average standard score for the national student norms at the school, district, and state levels.

### **Definition**

*Norm-referenced tests (NRTs)*-- These tests produce scores that tell how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

### **Data Source**

The NRT indicator is based on student-level data provided to the Louisiana Department of Education by Riverside Publishing, test contractor for The Iowa Tests.

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055001	<b>Acadian Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	12.8
	Third Quartile	~	~	~	~	~	23.4
	Second Quartile	~	~	~	~	~	37.2
	First Quartile	~	~	~	~	~	26.6
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
055002	<b>Bayou Black Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	28.6
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	21.4
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	54.0
055003	<b>Boudreaux Canal/Little Caillou School</b>						
	Fourth Quartile	~	~	~	~	~	7.9
	Third Quartile	~	~	~	~	~	15.8
	Second Quartile	~	~	~	~	~	34.2
	First Quartile	~	~	~	~	~	42.1
	<b>Percentile Rank</b>	~	~	~	~	~	30.0
055004	<b>Bourg Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	25.5
	Third Quartile	~	~	~	~	~	23.5
	Second Quartile	~	~	~	~	~	29.4
	First Quartile	~	~	~	~	~	21.6
	<b>Percentile Rank</b>	~	~	~	~	~	52.0
055006	<b>Broadmoor Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	14.7
	Third Quartile	~	~	~	~	~	33.3
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	18.7
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055007	<b>Caldwell Middle School</b>						
	Fourth Quartile	~	~	~	~	~	6.8
	Third Quartile	~	~	~	~	~	21.2
	Second Quartile	~	~	~	~	~	34.7
	First Quartile	~	~	~	~	~	37.3
	<b>Percentile Rank</b>	~	~	~	~	~	36.0
055008	<b>Coteau-Bayou Blue School</b>						
	Fourth Quartile	~	~	~	~	~	6.9
	Third Quartile	~	~	~	~	~	30.6
	Second Quartile	~	~	~	~	~	36.1
	First Quartile	~	~	~	~	~	26.4
	<b>Percentile Rank</b>	~	~	~	~	~	41.0
055010	<b>Dularge Middle School</b>						
	Fourth Quartile	~	~	~	~	~	4.4
	Third Quartile	~	~	~	~	~	13.3
	Second Quartile	~	~	~	~	~	51.1
	First Quartile	~	~	~	~	~	31.1
	<b>Percentile Rank</b>	~	~	~	~	~	34.0
055014	<b>Elysian Fields School</b>						
	Fourth Quartile	~	~	~	~	~	5.5
	Third Quartile	~	~	~	~	~	12.7
	Second Quartile	~	~	~	~	~	36.4
	First Quartile	~	~	~	~	~	45.5
	<b>Percentile Rank</b>	~	~	~	~	~	30.0
055016	<b>Gibson School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	15.0
	Second Quartile	~	~	~	~	~	55.0
	First Quartile	~	~	~	~	~	30.0
	<b>Percentile Rank</b>	~	~	~	~	~	34.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055022	<b>Legion Park School</b>						
	Fourth Quartile	~	~	~	~	~	13.0
	Third Quartile	~	~	~	~	~	10.9
	Second Quartile	~	~	~	~	~	34.8
	First Quartile	~	~	~	~	~	41.3
	<b>Percentile Rank</b>	~	~	~	~	~	31.0
055023	<b>Lisa Park School</b>						
	Fourth Quartile	~	~	~	~	~	29.3
	Third Quartile	~	~	~	~	~	37.3
	Second Quartile	~	~	~	~	~	26.7
	First Quartile	~	~	~	~	~	6.7
	<b>Percentile Rank</b>	~	~	~	~	~	61.0
055026	<b>Montegut Middle School</b>						
	Fourth Quartile	~	~	~	~	~	24.4
	Third Quartile	~	~	~	~	~	31.1
	Second Quartile	~	~	~	~	~	37.8
	First Quartile	~	~	~	~	~	6.7
	<b>Percentile Rank</b>	~	~	~	~	~	59.0
055027	<b>Mulberry Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	37.9
	Third Quartile	~	~	~	~	~	26.4
	Second Quartile	~	~	~	~	~	29.9
	First Quartile	~	~	~	~	~	5.7
	<b>Percentile Rank</b>	~	~	~	~	~	63.0
055029	<b>Oakshire Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	14.5
	Third Quartile	~	~	~	~	~	22.9
	Second Quartile	~	~	~	~	~	36.1
	First Quartile	~	~	~	~	~	26.5
	<b>Percentile Rank</b>	~	~	~	~	~	44.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055030	<b>Pointe-aux-Chenes Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	12.0
	Third Quartile	~	~	~	~	~	20.0
	Second Quartile	~	~	~	~	~	32.0
	First Quartile	~	~	~	~	~	36.0
	<b>Percentile Rank</b>	~	~	~	~	~	39.0
055035	<b>Southdown Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	2.1
	Third Quartile	~	~	~	~	~	10.4
	Second Quartile	~	~	~	~	~	31.3
	First Quartile	~	~	~	~	~	56.3
	<b>Percentile Rank</b>	~	~	~	~	~	23.0
055038	<b>Upper Little Caillou School</b>						
	Fourth Quartile	~	~	~	~	~	12.5
	Third Quartile	~	~	~	~	~	20.5
	Second Quartile	~	~	~	~	~	34.1
	First Quartile	~	~	~	~	~	33.0
	<b>Percentile Rank</b>	~	~	~	~	~	38.0
055039	<b>Village East School</b>						
	Fourth Quartile	~	~	~	~	~	6.0
	Third Quartile	~	~	~	~	~	21.0
	Second Quartile	~	~	~	~	~	35.0
	First Quartile	~	~	~	~	~	38.0
	<b>Percentile Rank</b>	~	~	~	~	~	32.0
055044	<b>Grand Caillou Middle School</b>						
	Fourth Quartile	~	~	~	~	~	2.8
	Third Quartile	~	~	~	~	~	19.7
	Second Quartile	~	~	~	~	~	46.5
	First Quartile	~	~	~	~	~	31.0
	<b>Percentile Rank</b>	~	~	~	~	~	37.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9a: Norm-referenced Test (NRT) Results - Grade 4**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
<b>District</b>							
	Fourth Quartile	~	~	~	~	~	13.4
	Third Quartile	~	~	~	~	~	22.6
	Second Quartile	~	~	~	~	~	35.5
	First Quartile	~	~	~	~	~	28.5
	<b>Percentile Rank</b>	~	~	~	~	~	42.0
<b>State</b>							
	Fourth Quartile	~	~	~	~	~	15.2
	Third Quartile	~	~	~	~	~	22.2
	Second Quartile	~	~	~	~	~	31.8
	First Quartile	~	~	~	~	~	30.8
	<b>Percentile Rank</b>	~	~	~	~	~	42.0
<b>Nation</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9b: Norm-referenced Test (NRT) Results - Grade 6**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055003	<b>Boudreaux Canal/Little Caillou School</b>						
	Fourth Quartile	~	~	~	~	~	8.7
	Third Quartile	~	~	~	~	~	21.7
	Second Quartile	~	~	~	~	~	47.8
	First Quartile	~	~	~	~	~	21.7
	<b>Percentile Rank</b>	~	~	~	~	~	40.0
055006	<b>Broadmoor Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	32.9
	Third Quartile	~	~	~	~	~	31.7
	Second Quartile	~	~	~	~	~	26.8
	First Quartile	~	~	~	~	~	8.5
	<b>Percentile Rank</b>	~	~	~	~	~	63.0
055007	<b>Caldwell Middle School</b>						
	Fourth Quartile	~	~	~	~	~	9.6
	Third Quartile	~	~	~	~	~	25.6
	Second Quartile	~	~	~	~	~	28.8
	First Quartile	~	~	~	~	~	36.0
	<b>Percentile Rank</b>	~	~	~	~	~	39.0
055008	<b>Coteau-Bayou Blue School</b>						
	Fourth Quartile	~	~	~	~	~	9.3
	Third Quartile	~	~	~	~	~	32.0
	Second Quartile	~	~	~	~	~	40.0
	First Quartile	~	~	~	~	~	18.7
	<b>Percentile Rank</b>	~	~	~	~	~	45.0
055010	<b>Dularge Middle School</b>						
	Fourth Quartile	~	~	~	~	~	14.0
	Third Quartile	~	~	~	~	~	29.8
	Second Quartile	~	~	~	~	~	35.1
	First Quartile	~	~	~	~	~	21.1
	<b>Percentile Rank</b>	~	~	~	~	~	47.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data



# Table 9b: Norm-referenced Test (NRT) Results - Grade 6

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055014	<b>Elysian Fields School</b>						
	Fourth Quartile	~	~	~	~	~	9.6
	Third Quartile	~	~	~	~	~	18.6
	Second Quartile	~	~	~	~	~	41.0
	First Quartile	~	~	~	~	~	30.8
	<b>Percentile Rank</b>	~	~	~	~	~	38.0
055018	<b>Greenwood Middle School</b>						
	Fourth Quartile	~	~	~	~	~	14.1
	Third Quartile	~	~	~	~	~	22.4
	Second Quartile	~	~	~	~	~	41.2
	First Quartile	~	~	~	~	~	22.4
	<b>Percentile Rank</b>	~	~	~	~	~	46.0
055021	<b>Lacache Middle School</b>						
	Fourth Quartile	~	~	~	~	~	12.2
	Third Quartile	~	~	~	~	~	28.9
	Second Quartile	~	~	~	~	~	40.0
	First Quartile	~	~	~	~	~	18.9
	<b>Percentile Rank</b>	~	~	~	~	~	45.0
055022	<b>Legion Park School</b>						
	Fourth Quartile	~	~	~	~	~	2.2
	Third Quartile	~	~	~	~	~	20.0
	Second Quartile	~	~	~	~	~	37.8
	First Quartile	~	~	~	~	~	40.0
	<b>Percentile Rank</b>	~	~	~	~	~	34.0
055023	<b>Lisa Park School</b>						
	Fourth Quartile	~	~	~	~	~	53.0
	Third Quartile	~	~	~	~	~	30.3
	Second Quartile	~	~	~	~	~	12.1
	First Quartile	~	~	~	~	~	4.5
	<b>Percentile Rank</b>	~	~	~	~	~	76.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9b: Norm-referenced Test (NRT) Results - Grade 6**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055026	<b>Montegut Middle School</b>						
	Fourth Quartile	~	~	~	~	~	18.2
	Third Quartile	~	~	~	~	~	27.3
	Second Quartile	~	~	~	~	~	31.1
	First Quartile	~	~	~	~	~	23.5
	<b>Percentile Rank</b>	~	~	~	~	~	49.0
055027	<b>Mulberry Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	37.1
	Third Quartile	~	~	~	~	~	33.7
	Second Quartile	~	~	~	~	~	20.2
	First Quartile	~	~	~	~	~	9.0
	<b>Percentile Rank</b>	~	~	~	~	~	66.0
055029	<b>Oakshire Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	14.9
	Third Quartile	~	~	~	~	~	35.6
	Second Quartile	~	~	~	~	~	36.8
	First Quartile	~	~	~	~	~	12.6
	<b>Percentile Rank</b>	~	~	~	~	~	51.0
055035	<b>Southdown Elementary School</b>						
	Fourth Quartile	~	~	~	~	~	4.2
	Third Quartile	~	~	~	~	~	8.3
	Second Quartile	~	~	~	~	~	45.8
	First Quartile	~	~	~	~	~	41.7
	<b>Percentile Rank</b>	~	~	~	~	~	28.0
055039	<b>Village East School</b>						
	Fourth Quartile	~	~	~	~	~	13.4
	Third Quartile	~	~	~	~	~	19.5
	Second Quartile	~	~	~	~	~	39.0
	First Quartile	~	~	~	~	~	28.0
	<b>Percentile Rank</b>	~	~	~	~	~	42.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

# Table 9b: Norm-referenced Test (NRT) Results - Grade 6

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055044	Grand Caillou Middle School						
	Fourth Quartile	~	~	~	~	~	7.1
	Third Quartile	~	~	~	~	~	28.3
	Second Quartile	~	~	~	~	~	42.4
	First Quartile	~	~	~	~	~	22.2
	<b>Percentile Rank</b>	~	~	~	~	~	42.0
District							
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	26.2
	Second Quartile	~	~	~	~	~	34.8
	First Quartile	~	~	~	~	~	22.6
	<b>Percentile Rank</b>	~	~	~	~	~	47.0
State							
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	23.6
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	30.3
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

# Table 9c: Norm-referenced Test (NRT) Results - Grade 8

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055020	<b>Houma Junior High School</b>						
	Fourth Quartile	~	~	~	~	~	17.6
	Third Quartile	~	~	~	~	~	23.4
	Second Quartile	~	~	~	~	~	27.9
	First Quartile	~	~	~	~	~	31.1
	<b>Percentile Rank</b>	~	~	~	~	~	45.0
055021	<b>Lacache Middle School</b>						
	Fourth Quartile	~	~	~	~	~	9.9
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	38.5
	First Quartile	~	~	~	~	~	27.5
	<b>Percentile Rank</b>	~	~	~	~	~	40.0
055026	<b>Montegut Middle School</b>						
	Fourth Quartile	~	~	~	~	~	25.5
	Third Quartile	~	~	~	~	~	36.4
	Second Quartile	~	~	~	~	~	26.4
	First Quartile	~	~	~	~	~	11.8
	<b>Percentile Rank</b>	~	~	~	~	~	57.0
055028	<b>Oaklawn Junior High School</b>						
	Fourth Quartile	~	~	~	~	~	6.3
	Third Quartile	~	~	~	~	~	20.1
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	43.9
	<b>Percentile Rank</b>	~	~	~	~	~	33.0
055044	<b>Grand Caillou Middle School</b>						
	Fourth Quartile	~	~	~	~	~	5.2
	Third Quartile	~	~	~	~	~	29.9
	Second Quartile	~	~	~	~	~	40.3
	First Quartile	~	~	~	~	~	24.7
	<b>Percentile Rank</b>	~	~	~	~	~	42.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9c: Norm-referenced Test (NRT) Results - Grade 8

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

District		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
District	Fourth Quartile	~	~	~	~	~	13.0
	Third Quartile	~	~	~	~	~	25.3
	Second Quartile	~	~	~	~	~	32.8
	First Quartile	~	~	~	~	~	29.0
	<b>Percentile Rank</b>	~	~	~	~	~	43.0
State							
	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	24.7
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	29.5
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

# Table 9d: Norm-referenced Test (NRT) Results - Grade 9

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055005	<b>Bourgeois, H.L., High School</b>						
	Fourth Quartile	~	~	~	~	~	2.4
	Third Quartile	~	~	~	~	~	12.2
	Second Quartile	~	~	~	~	~	36.6
	First Quartile	~	~	~	~	~	48.8
	<b>Percentile Rank</b>	~	~	~	~	~	25.0
055013	<b>Ellender Memorial High School</b>						
	Fourth Quartile	~	~	~	~	~	7.3
	Third Quartile	~	~	~	~	~	17.9
	Second Quartile	~	~	~	~	~	39.6
	First Quartile	~	~	~	~	~	35.2
	<b>Percentile Rank</b>	~	~	~	~	~	35.0
055020	<b>Houma Junior High School</b>						
	Fourth Quartile	~	~	~	~	~	18.0
	Third Quartile	~	~	~	~	~	25.4
	Second Quartile	~	~	~	~	~	29.3
	First Quartile	~	~	~	~	~	27.2
	<b>Percentile Rank</b>	~	~	~	~	~	46.0
055034	<b>South Terrebonne High School</b>						
	Fourth Quartile	~	~	~	~	~	11.4
	Third Quartile	~	~	~	~	~	27.1
	Second Quartile	~	~	~	~	~	36.1
	First Quartile	~	~	~	~	~	25.4
	<b>Percentile Rank</b>	~	~	~	~	~	43.0
055036	<b>Terrebonne High School</b>						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	12.0
	Second Quartile	~	~	~	~	~	36.0
	First Quartile	~	~	~	~	~	52.0
	<b>Percentile Rank</b>	~	~	~	~	~	24.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

**Table 9d: Norm-referenced Test (NRT) Results - Grade 9**

*Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
<b>District</b>							
	Fourth Quartile	~	~	~	~	~	13.0
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	32.8
	First Quartile	~	~	~	~	~	30.0
	<b>Percentile Rank</b>	~	~	~	~	~	41.0
<b>State</b>							
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	30.7
	<b>Percentile Rank</b>	~	~	~	~	~	43.0
<b>Nation</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9e: Norm-referenced Test (NRT) Results - Grade 10

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055005	<b>Bourgeois, H.L., High School</b>						
	Fourth Quartile	~	~	~	~	~	11.8
	Third Quartile	~	~	~	~	~	22.8
	Second Quartile	~	~	~	~	~	32.0
	First Quartile	~	~	~	~	~	33.4
	<b>Percentile Rank</b>	~	~	~	~	~	39.0
055013	<b>Ellender Memorial High School</b>						
	Fourth Quartile	~	~	~	~	~	15.5
	Third Quartile	~	~	~	~	~	20.9
	Second Quartile	~	~	~	~	~	26.8
	First Quartile	~	~	~	~	~	36.8
	<b>Percentile Rank</b>	~	~	~	~	~	41.0
055034	<b>South Terrebonne High School</b>						
	Fourth Quartile	~	~	~	~	~	15.2
	Third Quartile	~	~	~	~	~	22.6
	Second Quartile	~	~	~	~	~	34.8
	First Quartile	~	~	~	~	~	27.4
	<b>Percentile Rank</b>	~	~	~	~	~	43.0
055036	<b>Terrebonne High School</b>						
	Fourth Quartile	~	~	~	~	~	13.5
	Third Quartile	~	~	~	~	~	28.2
	Second Quartile	~	~	~	~	~	33.2
	First Quartile	~	~	~	~	~	25.1
	<b>Percentile Rank</b>	~	~	~	~	~	44.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data



## Table 9e: Norm-referenced Test (NRT) Results - Grade 10

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
<b>District</b>							
	Fourth Quartile	~	~	~	~	~	13.4
	Third Quartile	~	~	~	~	~	23.2
	Second Quartile	~	~	~	~	~	31.5
	First Quartile	~	~	~	~	~	31.8
	<b>Percentile Rank</b>	~	~	~	~	~	41.0
<b>State</b>							
	Fourth Quartile	~	~	~	~	~	17.0
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	30.3
	<b>Percentile Rank</b>	~	~	~	~	~	44.0
<b>Nation</b>							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9f: Norm-referenced Test (NRT) Results - Grade 11

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
055005	<b>Bourgeois, H.L., High School</b>						
	Fourth Quartile	~	~	~	~	~	16.2
	Third Quartile	~	~	~	~	~	32.9
	Second Quartile	~	~	~	~	~	25.9
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	46.0
055013	<b>Ellender Memorial High School</b>						
	Fourth Quartile	~	~	~	~	~	11.3
	Third Quartile	~	~	~	~	~	20.8
	Second Quartile	~	~	~	~	~	35.1
	First Quartile	~	~	~	~	~	32.7
	<b>Percentile Rank</b>	~	~	~	~	~	39.0
055034	<b>South Terrebonne High School</b>						
	Fourth Quartile	~	~	~	~	~	14.9
	Third Quartile	~	~	~	~	~	25.8
	Second Quartile	~	~	~	~	~	30.9
	First Quartile	~	~	~	~	~	28.4
	<b>Percentile Rank</b>	~	~	~	~	~	43.0
055036	<b>Terrebonne High School</b>						
	Fourth Quartile	~	~	~	~	~	19.1
	Third Quartile	~	~	~	~	~	21.8
	Second Quartile	~	~	~	~	~	32.7
	First Quartile	~	~	~	~	~	26.4
	<b>Percentile Rank</b>	~	~	~	~	~	45.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

## Table 9f: Norm-referenced Test (NRT) Results - Grade 11

### *Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests*

District		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 <sup>1</sup>
District	Fourth Quartile	~	~	~	~	~	15.4
	Third Quartile	~	~	~	~	~	25.3
	Second Quartile	~	~	~	~	~	30.7
	First Quartile	~	~	~	~	~	28.6
	<b>Percentile Rank</b>	~	~	~	~	~	43.0
State							
	Fourth Quartile	~	~	~	~	~	19.6
	Third Quartile	~	~	~	~	~	22.8
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	28.1
	<b>Percentile Rank</b>	~	~	~	~	~	45.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	<b>Percentile Rank</b>	~	~	~	~	~	50.0

<sup>1</sup> In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data



# *Part 5. College Readiness*

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American College Test (ACT) Results .....	5-1
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# American College Test (ACT) Results

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Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

## Organization

Table 10, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

## Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1997-98 School Report Cards* of those schools that have a twelfth grade. The *School Report Cards* present 1997-98 average ACT composite scores at the school, district, state, and national levels.

## Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

## Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

## References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

*LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).*

**Table 10: American College Test (ACT) Results**  
*Average Composite Scores*

	<b>1992-93</b>	<b>1993-94</b>	<b>1994-95</b>	<b>1995-96</b>	<b>1996-97</b>	<b>1997-98</b>
055005    Bourgeois, H.L., High School	19.4	19.0	19.0	19.0	18.6	18.4
055013    Ellender Memorial High School	17.9	17.5	17.5	17.9	17.8	18.8
055034    South Terrebonne High School	19.1	19.2	17.8	18.4	19.2	19.8
055036    Terrebonne High School	19.2	19.5	18.7	19.4	19.1	18.8
055045    Genesis-Alternative High School	11.5	15.0	16.0	13.7	14.0	14.0
<b>District (Public)</b>	19.0	18.9	18.3	18.7	18.7	18.9
<b>State (Public and Nonpublic)</b>	19.5	19.4	19.4	19.4	19.4	19.5
<b>Nation (Public and Nonpublic)</b>	20.7	20.8	20.8	20.9	21.0	21.0

~ = Unavailable Data

## First-Time Freshmen Performance

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The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

### Organization

Table 11, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

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### Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1997-98 *School Report Cards* of schools that have a twelfth grade.

*Note: The first-time college freshmen data reported on 1997-98 School Report Cards represent information on 1996-97 high school graduates.*

### Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

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### Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$



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- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
  - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

### **Method of Calculation**

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

### **Data Sources**

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

**Table 11**  
*First-time College Freshmen Performance*

		<b>1992-93</b>		<b>1993-94</b>		<b>1994-95</b>		<b>1995-96</b>		<b>1996-97</b>		<b>1997-98</b>	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
<b>055005</b>	<b>Bourgeois, H.L., High School</b>												
	Number of High School Graduates <sup>1</sup>		239		268		240		262		225		~
	HS Graduates Who Were First-time College Freshmen	25.10	60	34.70	93	34.58	83	32.82	86	36.89	83	~	~
	First-time Freshmen Enrolled in College Remedial Courses	60.00	36	56.99	53	46.99	39	50.00	43	50.60	42	~	~
<b>055013</b>	<b>Ellender Memorial High School</b>												
	Number of High School Graduates <sup>1</sup>		183		168		193		180		198		~
	HS Graduates Who Were First-time College Freshmen	26.23	48	33.93	57	32.64	63	28.89	52	28.79	57	~	~
	First-time Freshmen Enrolled in College Remedial Courses	64.58	31	71.93	41	58.73	37	61.54	32	61.40	35	~	~
<b>055034</b>	<b>South Terrebonne High School</b>												
	Number of High School Graduates <sup>1</sup>		154		223		202		222		209		~
	HS Graduates Who Were First-time College Freshmen	37.01	57	38.57	86	40.10	81	35.14	78	24.40	51	~	~
	First-time Freshmen Enrolled in College Remedial Courses	50.88	29	61.63	53	51.85	42	50.00	39	52.94	27	~	~
<b>055036</b>	<b>Terrebonne High School</b>												
	Number of High School Graduates <sup>1</sup>		258		249		237		255		264		~
	HS Graduates Who Were First-time College Freshmen	38.76	100	53.41	133	35.86	85	46.67	119	36.36	96	~	~
	First-time Freshmen Enrolled in College Remedial Courses	43.00	43	68.42	91	49.41	42	49.58	59	38.54	37	~	~
<b>055045</b>	<b>Genesis-Alternative High School</b>												
	Number of High School Graduates <sup>1</sup>		~		~		~		26		~		~
	HS Graduates Who Were First-time College Freshmen	~	~	~	~	~	~	7.69	2	~	~	~	~
	First-time Freshmen Enrolled in College Remedial Courses	~	~	~	~	~	~	50.00	1	~	~	~	~
<b>District (Public)</b>													
	Number of High School Graduates <sup>1</sup>		834		908		872		945		896		~
	HS Graduates Who Were First-time College Freshmen	31.77	265	40.64	369	35.78	312	35.66	337	32.03	287	~	~
	First-time Freshmen Enrolled in College Remedial Courses	52.45	139	64.50	238	51.28	160	51.63	174	49.12	141	~	~
<b>State (Public)</b>													
	Number of High School Graduates <sup>1</sup>		33,593		33,772		34,937		36,275		36,407		~
	HS Graduates Who Were First-time College Freshmen	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697	~	~
	First-time Freshmen Enrolled in College Remedial Courses	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839	~	~

<sup>1</sup> Represents graduates from the previous school year.

~ = Unavailable data



*aggregate days attendance*—the sum of the total number of days that students are *present* at the school site over the course of the school year.

*aggregate days membership*—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

*class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

*combination school category*—any school whose grade structure falls within the K-12 range and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

*criterion-referenced test (CRT)*—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

*cumulative enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

*day of attendance*—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

*dropout*—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

*elementary school category*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.

*faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant

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principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

*first-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

*graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

*high school category*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.

*in-school expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

*in-school suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

*Percentile rank of average standard scores for national student norms*—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

*middle/junior high category*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8 and excludes grades in the K-3 and 10-12 ranges.

*norm-referenced test (NRT)*—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

*October 1 membership*—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

*out-of-school expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

*out-of-school suspension*—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

*percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

*remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.

